



**AN IMPLEMENTATION EVALUATION OF LIGHT FOR THE WORLD'S INCLUSIVE EDUCATION  
PROGRAMME IN ETHIOPIA**

Birgit Muellegger  
(MULLBIR002)

A Research Dissertation submitted in partial fulfilment of the requirements for the award of  
the Degree of Master of Philosophy in Programme Evaluation

Faculty of Commerce  
University of Cape Town  
2020

Academic Supervisor: A/Prof Sarah Chapman

**Compulsory Declaration:** This work has not been previously submitted in whole, or in part,  
for the award of any degree. It is my own work. Each significant contribution to, and  
quotation in, this dissertation proposal from the work, or works of other people has been  
attributed, cited and referenced.

Signature:

Signed by candidate

Date: 29.1.2021

The copyright of this thesis vests in the author. No quotation from it or information derived from it is to be published without full acknowledgement of the source. The thesis is to be used for private study or non-commercial research purposes only.

Published by the University of Cape Town (UCT) in terms of the non-exclusive license granted to UCT by the author.

## **ACKNOWLEDGEMENT**

I would like to express my sincere thankfulness to my academic supervisor and friend A/Prof Sarah Chapman for her guidance and support throughout our stay in Cape Town. She was the one inspiring and guiding me professionally as well as personally. Thank you to Light for the World, especially to Ursula Miller and Nafisa Baboo, as well as to the team in Ethiopia and Light for the World's implementing partners. Thank you to Ms. Nana Dawies and Dr. Wegscheider for their academic support.

## TABLE OF CONTENTS

LIST OF FIGURES.....	5
LIST OF TABLES.....	6
LIST OF ACRONYMS .....	8
ABSTRACT.....	9
CHAPTER ONE: INTRODUCTION.....	10
1.1. Disability and Inclusion.....	10
1.2. Inclusive Education.....	11
1.3. One Class for All: The Evaluated Programme .....	13
1.3.1. Light for the World.....	13
1.3.2. One Class for All .....	15
1.4. Strategies and Frameworks to Implement Inclusive Education .....	23
1.5. Evidence for Inclusive Education.....	25
1.5.1. Individual- and child-level outcomes.....	26
1.5.2. Society Outcomes .....	29
CHAPTER TWO: METHOD .....	30
2.1. Rationale for the Implementation Evaluation .....	30
2.2. Evaluation questions .....	32
2.3. Method for the Implementation Evaluation.....	32
2.3.1. Participants .....	34
2.3.2. Sampling.....	35
2.3.3. Data Collection Tools .....	35
2.3.4. Procedure.....	37
2.4. Data Analysis .....	42
2.5. Ethical Considerations.....	43
CHAPTER THREE: IMPLEMENTATION EVALUATION RESULTS .....	45
3.1. Description of Planned Services in Ethiopia.....	45
3.2. Description of Implementing Partners.....	48
3.3. Results from Sampling.....	51
3.4. Results of Service Delivery Evaluation .....	53
3.4.1. Strategy: Supply (Teacher Support, Infrastructure Adaption, and Provision of Learning Material).....	55
3.4.2. Strategy: Quality (Curriculum, Student Support, School Culture).....	62
3.4.3. Strategy: Demand (Awareness-Raising and Changing Attitudes).....	65

3.4.4. Strategy: Enabling Environment (Networking and Collaboration, Management Capacity at the School Level) .....	69
3.5. Results of Service Utilization .....	71
3.6. Assessment of Overall Service Delivery and Utilization Strategy .....	76
3.7. Implementing Partner Capacity and Support .....	82
3.7.1. Management Structures, M&E and Finance.....	84
3.7.2. Light for the World`s Support to Implementing Partners .....	85
CHAPTER FOUR: DISCUSSION .....	89
4.1. Service Delivery .....	89
4.2. Service Utilization.....	92
4.3. Overall Strategy for Inclusive Education .....	94
4.4. Organizational Planning, Partner Capacity, and Support.....	96
4.5. High-Level Recommendations .....	97
4.6. Limitations.....	99
REFERENCES .....	101
Appendix A: Theory of Change of OCFA .....	111
Appendix B: Service Utilization and Delivery Plan .....	112
Appendix C: Framework of services potentially offered by partners.....	114
Appendix D: Participants of the evaluation .....	116
Appendix E: Planned Participants vs. actual Participants.....	118
Appendix F: List of instruments .....	119
Appendix F1: Structures Survey .....	121
Appendix F2: Key-Informant Interviews (KII) of Project Partners .....	125
Appendix F3: Structured and semi-structured Questionnaire for Principals and School Management Committees (SMC) .....	130
Appendix F4: Structured and semi-structured Questionnaire for Teachers .....	140
Appendix F5: Focus group discussion Guideline for Teachers .....	148
Appendix F6: Structured Observations for Teachers, Children, and Schools.....	151
Appendix G: Consent form (English and Amharic) .....	161
Appendix H: Coding structure for qualitative data analyses .....	166
Appendix I: MoU with Ministry of Education and LftW.....	167
Appendix J: Ethical approval from the Commerce EiRC .....	173
Appendix K: Permission from Light for the World to evaluate OCFA.....	174

## LIST OF FIGURES

Figure		Page
1	Pathway from Exclusion towards Inclusion.....	11
2	Simplified Inclusive Education Implementation Strategy.....	18
3	Regions of Light for the World`s One Class for All Programme.....	21
4	M&E Framework of One Class for All.....	22
5	Components of an Inclusive Education System.....	24
6	Service Delivery Model by the Global Partnership for Education.....	25
7	Criteria for Analysing Inclusive Education.....	26
8	Programme Implementation Domains.....	30
9	Resource Centre System in Ethiopia.....	46
10	Six Inclusive Education results of Light for the World`s Country Strategy Ethiopia.....	47
11	Areas where Light for the World`s Implementing Partners are Working.....	48
12	Self-rating of the organisational knowledge of inclusive education related topics.....	51
13	Schools visited along Ethiopia`s Resource Centre Model.....	52
14	Simplified Implementation Strategies of Inclusive Education in Ethiopia, Part 1.....	76
15	Simplified Implementation Strategies of Inclusive Education in Ethiopia, Part 2.....	81

## LIST OF TABLES

Table		Page
1	Individual Model versus Social Model.....	10
2	Out-of-School rates for Children with and without Disabilities in Ethiopia....	20
3	Areas where Light for the World is active in Ethiopia.....	20
4	Expected Outcome of OCFA on Individual Level.....	27
5	Expected Outcomes of OCFA on Community Level.....	29
6	Definition of Elements of Measuring Programme Fidelity.....	31
7	Overview of Procedure and Tools for this Evaluation.....	40
8	Number and Type of Inclusive Education Activities by Implementing Partner over the last Six Months.....	50
9	Planned Services Potentially Offered by Light for the World's Inclusive Education Partners.....	54
10	Frequency of Teacher Support Over the Last Six Months by Light for the World`s Implementing Partners.....	55
11a	Comparison of Schools Supported and Number of Trained Teachers of Both Semesters in the School Year 2018/2019.....	56
11b	Comparison of Types of Trainings received of both Semesters in the School Year 2018/2019.....	56
11c	Comparison of Duration of Trainings received in both Semesters in the School Year 2018/2019.....	56
11d	Comparison of In-service Training provider of both Semesters in the School Year 2018/2019.....	57
12	Monitoring Instrument vs. Reported Data.....	58
13	Frequency of Infrastructure Development over the Last Six Months.....	60
14	Provision of Learning Material over the Last Six Months.....	62
15	Support to Adapt Curriculum over the Last Six Months.....	63
16	Student Assessments over the Last Six Months.....	64
17	Adaptation of School Culture over the Last Six Months.....	65
18	Attitude Change Activities among Different Stakeholders over the Last Six months.....	67
19	Awareness-Raising Strategies for School Enrolment.....	68

20	Enabling Environment Activities over the Last Six Months.....	70
21	Targeted Beneficiaries by Age Group and Geography.....	73
22	Targeted Beneficiaries by Type of Disability.....	74
23a	Students Enrolled in Both Semesters of the 2018/19 Year.....	75
23b	Students with disabilities Enrolled in Special Units vs. in Regular Classes in both Semesters of the 2018/19 Year.....	75
24	Activities for People with Disabilities of Light for the World’s partners....	78
25	Facilitators of and Barriers to School Enrolment of Children with Disabilities.....	79
26	Frequency of Meetings between Implementing Partners and Various Stakeholders .....	83
27	Management Plans and Strategies of Implementing Partners.....	84
28	One Class for All Ethiopia, Budget vs. Actual Expenditures (2015–2019)..	85
29	Proportion of Budget from partners received from Light for the World...	86
30	Frequency of and Satisfaction with Light for the World’s Support to Partners.....	87

## **LIST OF ACRONYMS**

CBR	Community Based Rehabilitation
ESA	Global Partnership for Education Guidelines
FGD	Focus Group Discussion
IP	Implementing Partner
KII	Key Informant Interviews
LftW	Light for the World
M&E	Monitoring and Evaluation
NGO	Non-government organisation
OCFA	One Class for All
SII	Semi structured Interviews
SMC	School Management Committee

## **ABSTRACT**

### Implementation Evaluation of an Inclusive Education Programme Implemented by Partners of Light for the World in Ethiopia

Inclusive education programmes aim to include children with disabilities in mainstream schools by providing quality education in a barrier-free environment. These programmes are especially necessary in developing countries, where about one-third of all children have some sort of disability. Sustainable Development Goal 4 of education for all cannot be reached when these children are left out from schooling. The following dissertation presents the findings of an implementation evaluation of an inclusive education programme in Ethiopia. The programme, One Class for All, is financed by Light for the World, an international non-government organization, and implemented by 14 Ethiopian partner organisations. A descriptive evaluation design combining qualitative and quantitative elements was used to examine typical Light for the World programmes as delivered by partners and as they appear on the ground. The data collection mainly involved interviews of partners and participants at selected schools in Ethiopia and a survey of all implementing partners. The evaluation indicated that the composition of implementing partners and their capacity in terms of content knowledge and collaborations are working well. We nevertheless highlight some high-level opportunities to improve the inclusive education programme of Light for the World. More structured development plans for each school are required, and a better connection between Light for the World's community-based-rehabilitation programmes and its inclusive education programmes is necessary to support entry to school for persons with disabilities. Under these overall findings, a more structured teacher training programme, better selection of teachers, and better local networking and targeted awareness raising programmes are also needed. This evaluation contributes to the limited literature on successful inclusive education programmes in developing countries.

## CHAPTER ONE: INTRODUCTION

### 1.1. *Disability and Inclusion*

Persons with disabilities across the globe are generally confronted by various sources of prejudice and discrimination in law and in practice (Department of Economic and Social Affairs Disability, 2006; Oliver & Barnes, 2010; World Health Organisation, 2011; World Health Organisation & World Bank, 2011), particularly in developing countries (World Health Organisation & World Bank, 2011). The World Report on Disability (World Health Organisation & World Bank, 2011) estimated that around 15% of the world's population lives with some form of moderate or severe disability, most (about 75%) in low- and middle-income countries and, as a group, experiencing more poverty than people without disabilities.

Historically, people with disabilities have been seen as welfare recipients, it was the duty of their family or their own duty to cater for themselves by begging. They lived on the edge of the society (Stiker, 2019). But a change in attitude has led progressively more people with disabilities to demand their rights for equal participation in society (Global Partnership for Education, 2019). Far from being seen as welfare recipients, these rights are about "Full and effective participation and inclusion in society" and "Equality of opportunity", amongst others stated in the UN Convention on the Rights of Persons with Disabilities (Department of Economic and Social Affairs Disability, 2006, Article 3, Principles 3 and 5). The several steps taken towards this rights-based approach can be described by comparison of the individual model (the welfare recipient) with the social model by Goodley, (2016) in Table 1.

**Table 1**

*Individual Model versus Social Model (condensed for this dissertation)*

Individual Model	Social Model
Focus on impairment	Focus on society
Individual deficiency	Societal deficiency
Personal tragedy	Social tragedy
Individual adjustment	Social change

According to the social model of disability, disability arises from barriers in the environment. For example, a child who cannot move their leg might be unable to attend school because the school is not free of barriers (UNICEF Education Section, 2016). The UN Convention on the Rights of Persons with Disabilities substantiates this idea, codifying that “disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others” (Department of Economic and Social Affairs Disability, 2006, Preamble). First and foremost, according to the Convention, children with disabilities shall have equal rights.

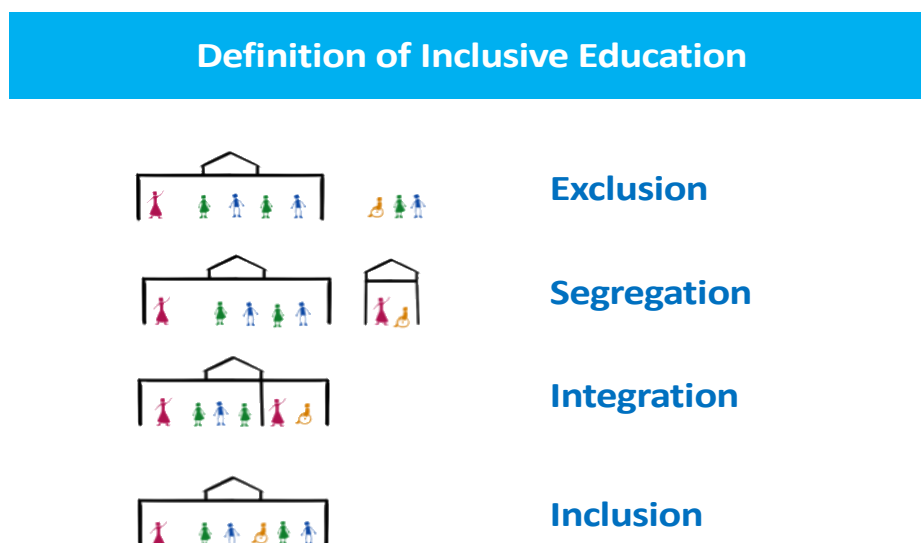
### 1.2. *Inclusive Education*

Parallel to this change in paradigm is a change in the education of children with disabilities. According to Oliver and Barnes (2010), the debate around exclusion and inclusion began with discussion of where children with special needs should be educated.

Historically, inclusive education proceeded from exclusion through segregation and integration towards inclusion (Global Partnership for Education, 2019, p. 6), as outlined in Figure 1 below.

**Figure 1**

*Pathway from Exclusion towards Inclusion*



*Note.* Exclusion: no recognition of the right or capacity of children with disabilities to education and consequent denial of access to education in any form.

Segregation: placement of children with disabilities in separate environments isolated from children without disabilities.

Integration: placement of children with disabilities in existing mainstream educational institutions, as long as the child can adjust to fit the standardized requirements of such institutions.

Inclusion: a process of systemic reform embodying changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers. Inclusion provides all students of the relevant age range with an equitable, participatory learning experience and environment that best corresponds to their needs and preferences (Global Partnership for Education, 2019, p. 6).

Inclusive education as a right was already mentioned in the United Nations Convention on the Rights of the Child (United Nations, 1989), followed by the World Declaration on Education for all (Secretariat of the international consultative forum on Education for All, 1990, 5-9 March ). This led to the Salamanca Declaration and Framework for Action (United Nations, 1994, June 7-10) and to the aforementioned United Nations Convention on the Rights of Persons with Disabilities (Department of Economic and Social Affairs Disability, 2006) and their rights to education (Department of Economic and Social Affairs Disability, 2006). From there onwards these principles expanded across the international community, as in Sustainable Development Goal 4 (United Nations, 2019, September 20) and the Incheon Declaration on action to implement this goal, in which 184 UNESCO Member States affirmed that inclusive education should be implemented by transforming public policies to ensure that they cover the needs of children with disabilities (UNESCO, UNDP, UNPFA, UNHCR, UNICEF, & Women, 2016). Inclusive education is the first legally binding instrument for satisfying the rights of children with disabilities (Department of Economic and Social Affairs Disability, 2006), and the 2030 Agenda for Sustainable Development duly credits inclusive education as key goal for disability-sensitive, quality education (United Nations, 2019, September 20).

Despite this global movement towards inclusion in developed countries, the predominant approach to schooling children with disabilities in developing countries is still exclusion,

segregation or integration (Global Partnership for Education, 2019). In general, approximately one-fifth of all primary-school-age children in sub-Saharan Africa are out of school (UNESCO, 2018), a figure that increases by a further 30 % points for children with disabilities (Mizunoya et al., 2018). The Global Partnership for Education even estimates that 90% of children with disabilities in developing countries do not attend school (Global Partnership for Education, 2019, October 23). Further, inclusive models presume that children with disabilities are in school or theoretically able to attend school (Oliver & Barnes, 2010), which is not the reality in most African countries.

In summary inclusive education is a right (Department of Economic and Social Affairs Disability, 2006; Secretariat of the international consultative forum on Education for All, 1990, 5-9 March ; United Nations, 1989, 1994, June 7-10) that should be implemented by transforming public policies to ensure that they cover the needs of all children regardless of their abilities (UNESCO, UNDP, UNPFA, UNHCR, UNICEF, & UN Women, 2016). This dissertation evaluates an inclusive education programme of Light for the World. The programme is named “One Class for All” (OCFA). By evaluating the implementation of this inclusive education programme, it answers questions concerning teacher training on inclusive education, materials and sources used, distribution of trained teachers and Light for the World’s partners’ support for these services.

### *1.3. One Class for All: The Evaluated Programme*

#### *1.3.1. Light for the World*

The evaluated programme is implemented by Light for the World, a global non-government organisation working mainly on disability inclusion and eye health, with an emphasis on supporting communities in rural areas in developing countries. They deliver services indirectly by funding and supporting local partners, such as schools, eye-clinics, disabled people organisations, and governments. Light for the World operates in fifteen countries, with country offices in six: Burkina Faso, Ethiopia, Cambodia, Mozambique, the Democratic Republic of Congo and South Sudan (Light for the World, 2018). Light for the World works towards an inclusive society in which people with disabilities participate equally in cultural, social, political and environmental respects. Guided by the UN Convention on the Rights of People with Disabilities (Department of Economic and Social Affairs Disability, 2006), Light

for the World works with policymakers to promote activities that move countries towards inclusive systems. The core pillars of the organisation are:

- eye-health and blindness prevention,
- community-based rehabilitation (CBR),
- disability mainstreaming, livelihood, economic empowerment and
- quality inclusive education.

Their overarching concern is disability inclusion through two main mechanisms: CBR and inclusive education. The organisation supports these approaches at all levels of society, from the individual to international politics.

It may be deemed necessary to explain my personal affiliation with Light for the World, for which I have worked since 2007. I contributed to the monitoring and evaluation framework for OCFA, the evaluated programme. The different strengths and weaknesses of internal versus external evaluators and perspectives are explained below and highlighted in the limitation section of this dissertation. The need for this evaluation derived from the programme's management, because the programme has no clear service delivery modus. Implementation evaluations of Light for the World's entire programmes in Ethiopia, Burkina Faso and Mozambique were also planned. Evaluation from an internal role may present as a strength unique insight and knowledge of the programme. In a literature review, Conley-Tyler (2005) examined 30 texts concerning the question of internal (undertaken by staff members) or external (undertaken by non-staff members) evaluations. Several lines of evidence indicated that an internal evaluator's knowledge of the programme and its operations presents an advantage, as does deep knowledge of context and the ability to readily obtain information. On the other hand, the lack of an outsider perspective and missing objectivity can hinder the success of the evaluation. In particular, Conley-Tyler (2005) argued that the question of perceived impartiality presents in favour of the nomination of an external evaluator. There is as yet no clear strategy to follow to balance these competing concerns (Pattyn & Brans, 2013). I also recognize that grouping results in categories, patterns or themes as I have presented in my mainly qualitative analyses reflects my own interpretation and judgement (Patton, 2015). I further acknowledge that all interviews differ in terms of how participants respond to questions (Braun & Clarke, 2013).

### *1.3.2. One Class for All*

The programme started in 2014 and is expected to last through 2022. It includes a fundraising strategy and a holistic inclusive education programme in Burkina Faso and Ethiopia. At the request of Light for the World, this evaluation will focus on Ethiopia, as this country has been strategically earmarked for a possible impact and cost-effectiveness evaluation from 2021. As such, an implementation evaluation as a precursor to an impact evaluation would be particularly useful in Ethiopia. It will complement the impact evaluation by providing the rationale to identify in the upcoming impact evaluation whether an absence of impact is due to inadequate implementation or so-called implementation failure (Rossi H. et al., 2018). This evaluation will lay the groundwork for a rigorous evaluation of the impact of inclusive education in Ethiopia, as recommended by Rossi, Lipsey, and Freeman (2018) and will promote programme improvement. Thus, only for Ethiopia will a detailed programme description be presented; only where necessary for contextual reasons will the programme in Burkina Faso be described.

Light for the World already worked strategically in Ethiopia for almost 20 years. OCFA, however, placed new emphasis on promoting a more holistic approach to strategic, systemic change towards an inclusive school system. As mentioned, Light for the World itself is not an implementing organisation; it mainly supports partners that operate in line with Light for the World's five-year country strategies. The OCFA partners train teachers on inclusive education, provide government schools with material for inclusive education, and work with governments to incorporate inclusive education in the national school system. The organisation also supports community-based rehabilitation (CBR) to prepare children with disabilities for school. CBR is a multisectoral approach, was initiated by the World Health Organisation in 1978 (World Health Organisation, 2019, September 19) and operates through five main sectors: health, education, livelihood, social, and empowerment. It has been implemented in more than 100 countries worldwide to enhance quality of life for people with disabilities (Khasnabis et al., 2010).

OCFA draws its resources primarily from private philanthropy. Raising funds for the programme is an intrinsic part of the programme itself. Light for the World launched a fundraising campaign in 2015, aiming for high-net-worth individuals and philanthropists to invest in and take ownership of the programme. Light for the World aims to raise EUR 10 million through 2022.

### *Programme Goal and Objectives*

The overall goal of the OCFA programme is to promote systemic changes in Ethiopia and Burkina Faso towards an inclusive school system, where every child, regardless of her or his abilities, can go to school and get a quality education. In comprehensive community initiatives, system change can be defined as “a shift in the way that a community makes decisions about policies, programmes, and the allocation of its resources — and, ultimately, in the way it delivers services to its citizens” (cciTools, 2019, September 12, HP). It means a multidisciplinary, long-term approach ranging from adoption by other entities to a mindset shift in society (Ashoka, 2020). Thus, Light for the World’s definition of system change is: “System change means that we address root causes rather than symptoms with the intent to solving societal problems which leads to a lasting improvement of societal issues on local, national and global level.” (Light for the World, 2020). OCFA, as a comprehensive community initiative, strives for such systemic change.

### *Outcomes of OCFA*

The main outcomes, reflecting the overall objective of systemic change on individual, community and national levels, are as follows.

Individual- or child-level outcomes:

- Educational and disability-supportive services ensure that persons with disabilities achieve personal milestones for intellectual, physical, social and emotional wellbeing.
- Educational and disability-supportive services ensure that persons with disabilities are more likely to progress through the education system and to engage in productive livelihoods in adulthood.

Community level or society outcomes:

- Educational and disability-supportive services are higher-quality and more accessible, affordable, comprehensive or coordinated.
- Circumstances and surroundings are better for people with disabilities.

National level outcome:

On a national level, the programme aims to help governments realise their commitments made in signing the UN Convention on the Rights of Persons with Disabilities (Department of

Economic and Social Affairs Disability, 2006). These commitments include the right to equitable quality education for children with disabilities. Ethiopia, signed (2007) and ratified (2010) this convention (United Nations, 2019, September 10).

A detailed description of the desired outcomes and impacts are outlined in the definition of the Theory of Change in Appendix A. Mainly the individual and community levels of this implementation will be evaluated.

### *Key Activities and Interventions*

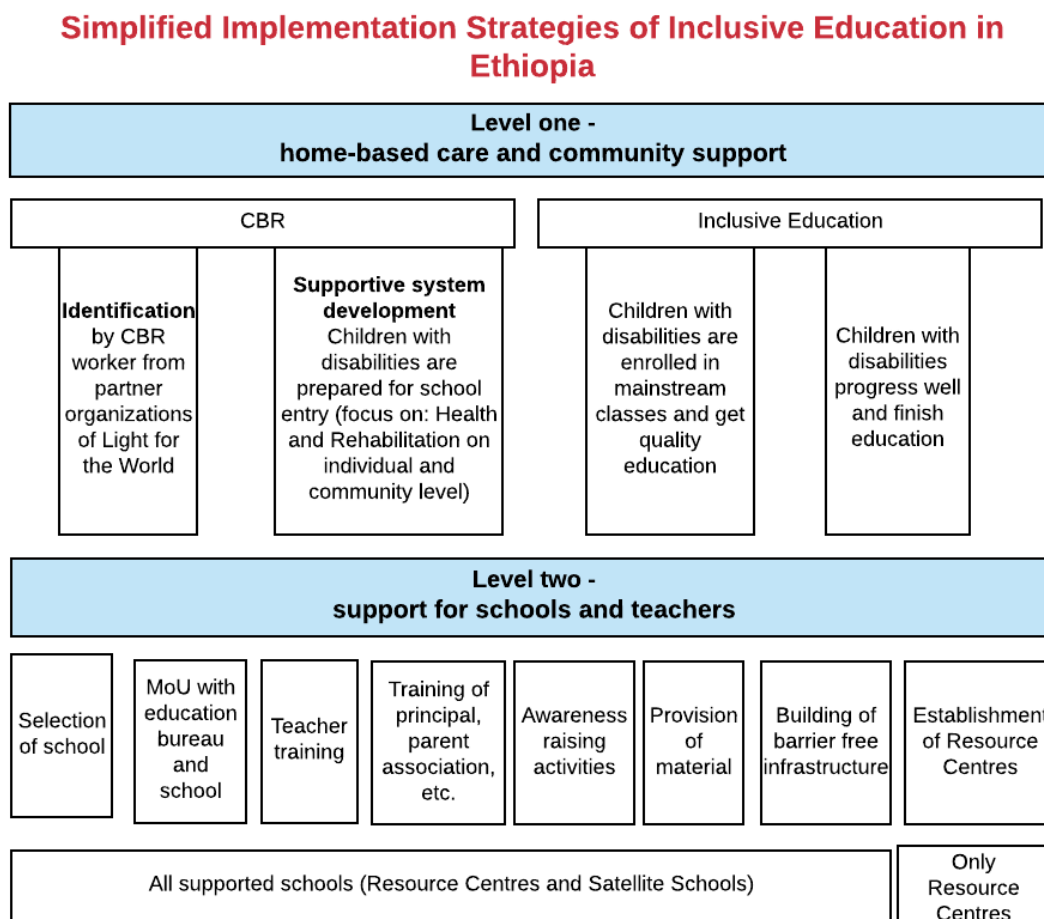
OCFA is implemented through a multi-stakeholder approach at all levels (village, regional, national, international). To reach its goals on individual, community and national levels, the OCFA programme includes three levels:

- 1 home-based care and community support;
- 2 support for schools and teachers; and
- 3 advocacy work (not part of this evaluation).

A simplified implementation strategy of Light for the World's inclusive education programme in Ethiopia is shown below in Figure 2. A more detailed programme's implementation and utilization plan for home-based care and community support is outlined in Appendix B.

**Figure 2**

*Simplified Inclusive Education Implementation Strategy*



*Note.* As advocacy work, level 3, is not part of this evaluation, it is not part of the figure. Resource centres are a mechanism to support the education of children with disabilities. The concept is to strengthen existing mainstream schools, and special education schools, by providing materials and training in inclusive education (Federal Democratic Republic of Ethiopia, 2017b). Detailed information follows in the result chapter.

Two levels of OCFA’s implementation strategy are indicated in Figure 2.

1. Home-based care and community support. Before children with disabilities can go to school, they must be identified and prepared for school attendance. CBR is the mechanism used to prepare the children for school. The OCFA partners of Light for the

World work together with Light for the World's CBR partners, focusing on rehabilitation and health on the family and community levels. A complementary, community-based outreach component has been implemented that may comprise engagement with and capacity building for disabled people's organisations, as well as the roll out of CBR programmes to support the identification and transition of children with disabilities into inclusive schools.

2. Support for schools and teachers. In the second level of the programme, partners work with the schools to transform them towards an inclusive approach, which incorporates two components. On the one hand, teachers are trained on the different skills needed for inclusive education. On the other hand, school management is engaged to make schools barrier-free in their construction, as well as in the minds of their leadership. For example, teachers have received support and training in inclusive education, changes have been made to make school infrastructure more accommodating, inclusive curriculum development has been supported, inclusive learning materials have been provided and school leadership and parents have been offered additional learning support or engagement to welcome children with disabilities. Advocacy work with school staff and parental associations is part of the activities at this level.

As mentioned, the programme itself is primarily implemented by local implementing partners of Light for the World. Currently, fourteen partners work with the OCFA programme in Ethiopia.

### *The Ethiopian One Class for All Project*

Light for the World has worked in Ethiopia since 2005, when the country office was established. Eye health was prioritised at first. Over time, the programme has shifted more towards disability inclusion. Today, around half of the programmes in Ethiopia relate to support for an inclusive society (Light for the World, 2016). Table 2 below shows the scale of the problem, indicating out-of-school rates for children (OOSC) with and without disabilities in Ethiopia (Global Partnership for Education, 2019, p. 18).

**Table 2***Out-of-School (OOSC) rates for Children with and without Disabilities in Ethiopia*

Country	Primary school age		Secondary school age	
	Non-disabled OOSC rate	Disabled OOSC rate	Non-disabled OOSC rate	Disabled OOSC rate
Ethiopia, rural	34.1%	64.4%	47.0%	98.0%

Inclusive Education is one of Light for the World’s key implementing pillars in Ethiopia and is strongly interlinked with CBR and Disability Inclusive Development Programmes (see Table 3 below). Light for the World supports partners in five regions and one city administration, namely Amhara, Oromia, SNNPR, Somali, and Tigray along with Addis Ababa city administration. Table 3 summarises the locations of OCFA projects.

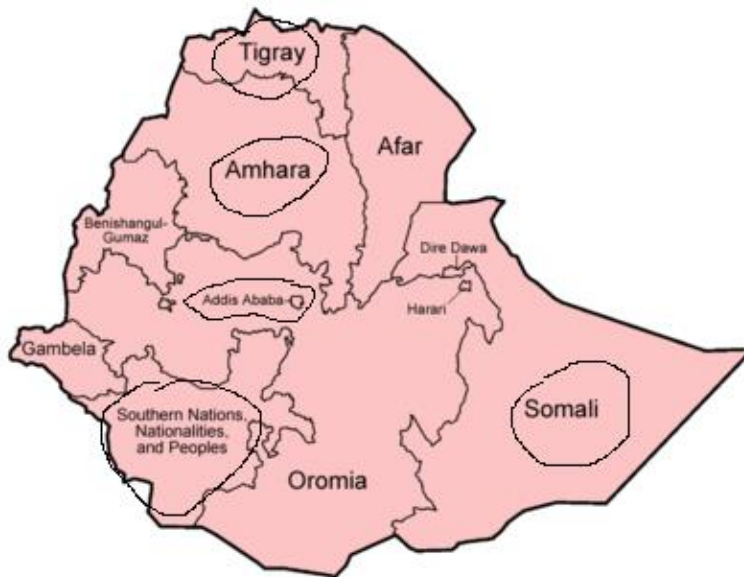
**Table 3***Areas where Light for the World is active in Ethiopia*

Regions	OCFA Programmes	CBR Programmes	(Eye) Health Programmes	Disability Inclusive Development
Amhara	OCFA	yes	yes	yes
Addis Ababa	OCFA			
Oromia		yes	yes	
SNNPR	OCFA	yes	yes	yes
Somali	OCFA		yes	
Tigray	OCFA		yes	
National	OCFA	yes	yes	yes

Figure 3 below shows the regions where the OCFA programmes are located:

**Figure 3**

*Regions of Light for the World`s OCFA programme*



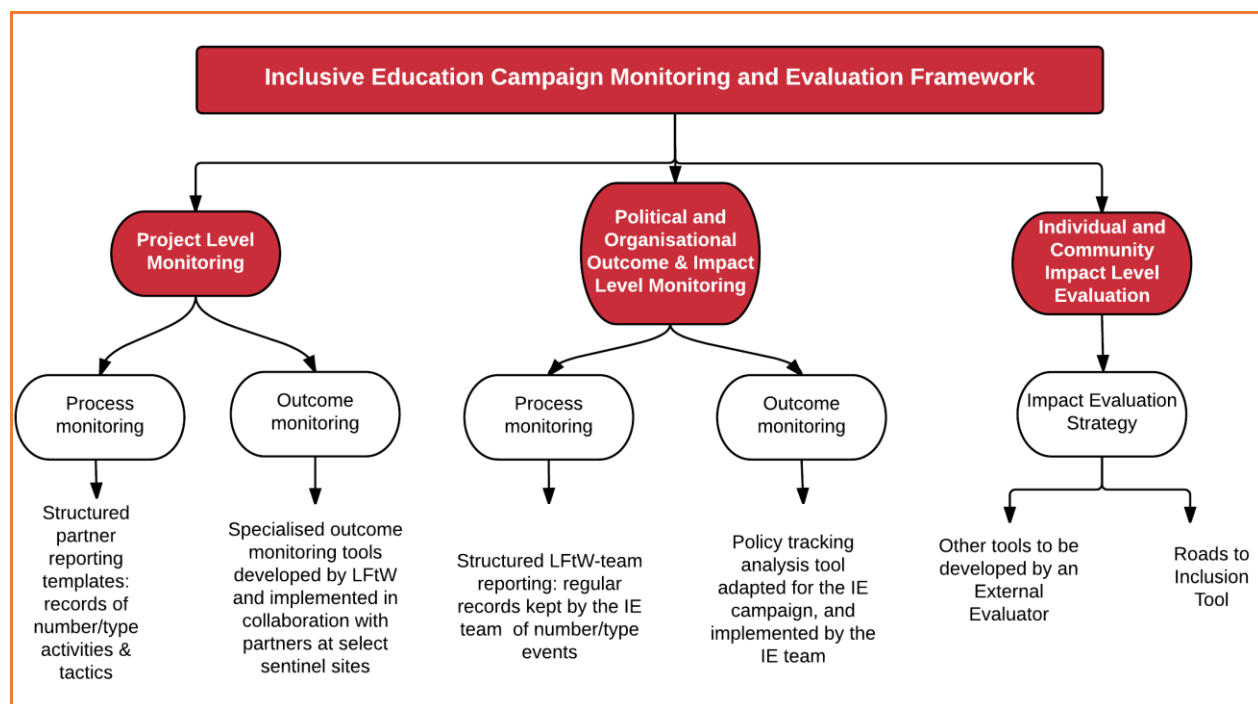
*Note.* Light for the World`s OCFA programme is implemented in Tigray, Amhara, Somali, Southern Nations Nationalities and Peoples Region and Addis Ababa.

*Current Monitoring and Evaluation Framework for One Class for All*

Parallel to the implementation of the programme, a monitoring and evaluation (M&E) framework for OCFA was established by Light for the World, which has been in place since mid-June 2016 and is outlined in Figure 4.

**Figure 4**

*M&E framework of OCFA*



*Note.* Monitoring and evaluation occur at three levels:

1. process-level monitoring for project implementation on organisational and political levels;
2. outcome monitoring on these two levels; and
3. impact-level evaluations as a separate intervention.

In the second half of 2016, the first data-collection templates were internally developed and piloted. After this trial phase, the tool was expanded to use by schools and partners. The tool for schools (school tool) provides information on every child with a disability enrolled in schools in the programme area as well as information on how many teachers are trained. Information on more than 3 000 children with disabilities was collected in 2018 and served as a baseline for further implementation of the programme. The tool for partners (partner tool) provided information on every partner implementing the programme. The data from the routine M&E framework (school and partner tool) for OCFA will be utilised as secondary data in this dissertation.

Despite these monitoring efforts, it has been difficult for Light for the World to compare its implementation models in inclusive education due to a lack of structured research. Even

when comparing the evidence found in previous evaluations, a considerable amount of information on the *modus operandi* is unclear or missing. Thus, in early 2020, Light for the World conducted comprehensive evaluations of the implementations of its entire portfolio of activities in Ethiopia, Burkina Faso and Mozambique from 2015 to 2020. After a competitive tendering process, Southern Hemisphere (Southern Hemisphere, n.d. ), a South African service provider was commissioned. This dissertation complemented this overall effort and I worked together with three evaluators from Southern Hemisphere, evaluating especially the OCFA programme, while Southern Hemisphere evaluated the remaining mandate areas in Ethiopia.

#### *1.4. Strategies and Frameworks to Implement Inclusive Education*

In order to better understand inclusive education programmes like OCFA, the following describes the most common inclusive education strategies and frameworks and outlines possible outcomes of each.

Indisputable it is critically important in developing countries to refine and tailor general inclusive education strategies, frameworks and activities to the local context (Singal et al., 2019; Singal & Muthukrishna, 2014). Nevertheless, it deemed essential to describe the most common frameworks here. Most frameworks for including children with disabilities in schools involve changing the education system by, for example, establishing teacher competencies in inclusive education, changing the teaching curriculum to better accommodate persons with disabilities, or providing assistive devices like braille books (Global Partnership for Education, 2019; Light for the World, 2019, March 25; UNESCO, UNDP, UNPFA, UNHCR, UNICEF, & Women, 2016). Peters, Johnstone, and Ferguson (2005) suggest that local, national and international arenas of reform should be addressed together where they meet and interact in order that a truly inclusive education might emerge. At school level, Loreman et al. (2010) demand teacher, students and community members to cooperate with each other with the aim to achieve inclusive education. Such frameworks require changes across different components of the education system, which are outlined in the diagram below (Nghiteke et al., 2018, p. 1056)

**Figure 5**

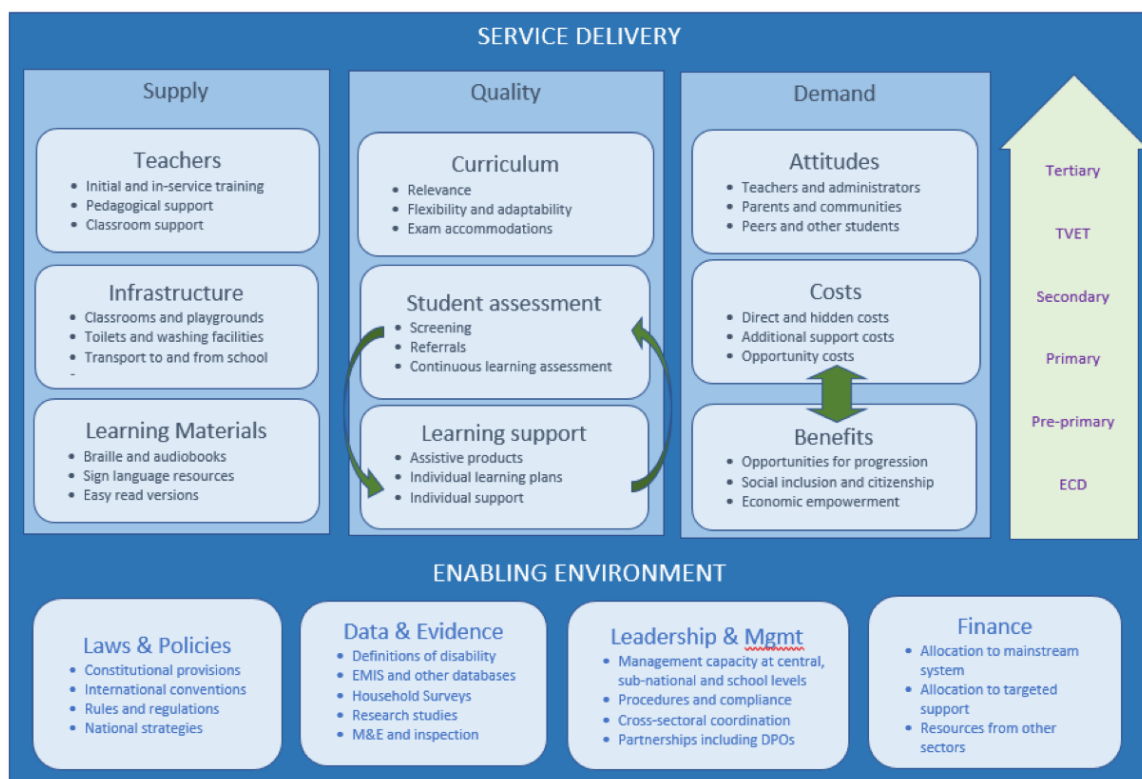
*Components of an Inclusive Education System*



All such frameworks have underlying activities which interlink to change the education system to become inclusive, whether activities to create teaching methods and materials for every person or to develop learners' capacities and confidence towards a successful transition to the workforce (Global Partnership for Education, 2019). On the basis of these activities, service-delivery models were established, like the one from the Global Partnership for Education in its Education Sector Analyses (2019, p. 13) outlined in Figure 6.

**Figure 6**

*Service Delivery Model by the Global Partnership for Education*



Looking at this service delivery model some literature is available on the positive influence of teachers attitudes and the relation between inclusive education teacher trainings and increased quality education for children with disabilities, (see also.Carew et al., 2019; Engelbrecht & Savolainen, 2018; Hameed & Manzoor, 2019; Kandhari & Chowdhry, 2016). One study was found on costs (Schmidt, 2019), measuring the incremental expenditure of an inclusive education programme in Senegal. A detailed literature review is provided below in the next chapter.

### 1.5. Evidence for Inclusive Education

The following literature review investigates whether inclusive education is a proven model with rigorous impact evaluations using experimental or credible quasi-experimental designs. It is considered necessary to include a literature review on possible outcomes of inclusive education, even though this dissertation evaluated an implementation and impact was not assessed empirically. Background knowledge on the impact of inclusive education is missing

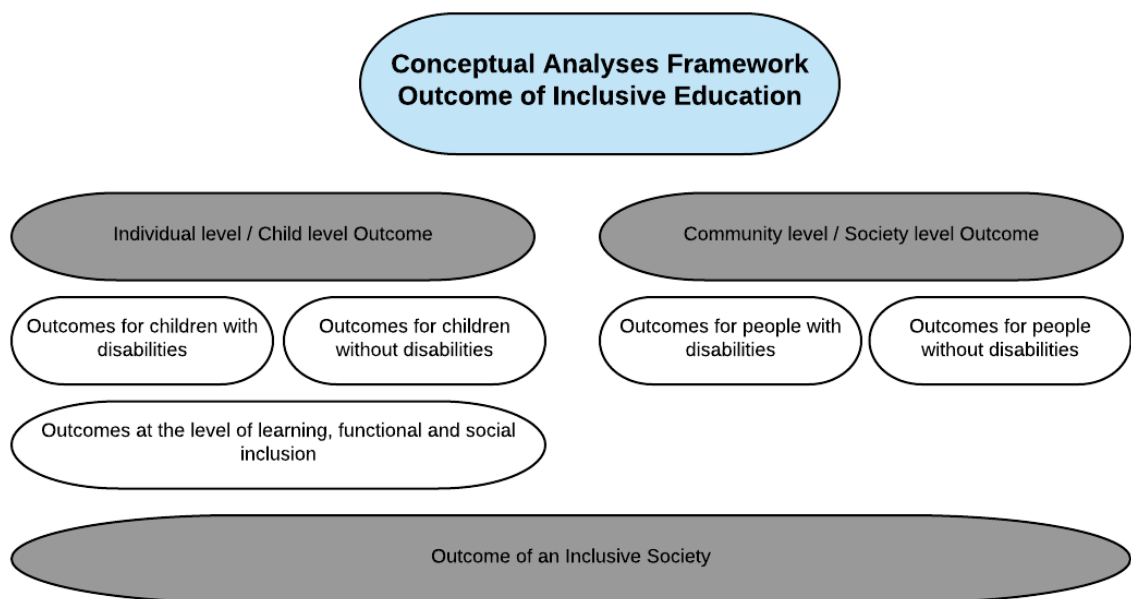
at Light for the World but is deemed necessary for recommendations which resulted from this evaluation of its implementation.

The main criteria for the search of the literature are summarised in Figure 7 below. The criteria were developed with a specific emphasis on relevance to the African context. The review was based on a selection of published academic literature predominately searched in online journals, Google Scholar and evaluation-based organisations like the Abdul Latif Jameel Poverty Action Lab (J-PAL, 2019, July 29) and the International Initiative for Impact Evaluation 3ie (3ie, 2019, July 17), among others.

Criteria for analysis were clustered along the main outcome areas of the OCFA programme and the OCFA Theory of Change (see Appendix A), leaving out national and international levels because they are not part of this particular implementation evaluation.

**Figure 7**

*Criteria for Analysing Inclusive Education*



**1.5.1. Individual- and child-level outcomes**

As mentioned above the OCFA Theory of Change expects the following outcomes on an individual level.

**Table 4***Expected Outcome of OCFA on Individual Level*

Individual level / Child level Outcome	
Outcome for children with disabilities: Physical, Emotional, Social & Cognitive Development of Children with Disabilities	Educational and disability-supportive services ensure that persons with disabilities achieve personal milestones for intellectual, physical, social and emotional wellbeing.
Outcome at the level of learning, functional and social inclusion: Improved Learning Outcomes and Livelihoods for Children with Disabilities	Educational and disability-supportive services ensure that persons with disabilities are more likely to progress through the education system, as well as engage in productive livelihoods in adulthood.

While literature is available on teachers' attitudes and the effect of inclusive education teacher trainings (see above), very little evidence was found regarding the effect of inclusive education on children with and without disabilities in terms of their learning, functional and social inclusion outcomes. This concern is shared by Srivastava et al. (2015) who share this worry regarding limited information of the outcome of inclusive education in developing countries. Although, some evidence has been found mainly from studies from Western countries and a few from Southern countries.

Lindsay (2007) reviewed 14 papers published between 2001 and 2005 for evidence on inclusive education, finding very limited rigorous literature and no RCTs. None of this research was undertaken in an African country. Lindsay (2007) did find limited evidence on positive outcome for children with disabilities in inclusive education settings. For example, a study in the United States compared eighth-grade students in inclusive and segregated settings, finding significantly higher achievement on academic measures in the inclusive education setting. Other studies even found no difference or lower levels of self-esteem in a mainstream setting (integration model) compared to small, special units (segregation model). A Dutch study, for example, compared 400 matched pairs of children with

disabilities in special and mainstream settings (integration model), finding no difference in academic or psychosocial development, and a Swedish study of 183 children with disabilities even found some evidence of lower levels of self-esteem in an integration model compared to small, special units (segregation model). Lindsay (2007) concluded that there is no clear evidence for the positive effect of including of children with disabilities in mainstream schools or whether inclusive education is a preferable approach or how it should be implemented. Similarly et al. (1997), in a systematic review of research published on inclusive education from 1995 to 1997, found that most studies have very small sample sizes. Interpreting studies with a sample size of three children with severe disabilities or 22 parents is very difficult. Examining the social inclusion of children with disabilities, Foreman et al. (2004) found, regarding inclusive education (inclusive model) compared to special education (segregated model), that children with severe disabilities have more social interaction with children without disabilities in inclusive education programmes than in special education programmes and that this had positive effects on children without disabilities. They systematically observed social interactions and behaviours of children with disabilities along with contextual indicators such as communication behaviour, activities and social grouping. This study, too, had a very small sample size of eight matched pairs. All these reviews covered only developed countries. As indicted above even less evidence was found regarding the positive developmental effect of inclusive education for children with and without disabilities in African countries. More recently there has been growing recognition of the vital links between inclusive education and outcomes on individual child level in developing countries. Some empirical evidence on the outcome of inclusive education on children with disabilities is provided from Pakistan (Singal et al., 2018). The group of researchers found that, learning outcomes amongst children with disabilities are far behind the learning levels of their peers. However, inclusive education plays a major role for children with disabilities in managing relationships and friendships and in increasing their self-confidence (Singal et al., 2011). Additionally, a number of studies are available from non-governmental organisations based on best-practises and observations, such as Plan International (Coe, 2013) or Save the Children (Pinnock, 2008), indicating some positive outcomes of inclusive education for children with disabilities.

### 1.5.2. Society Outcomes

As mentioned above the OCFA Theory of Change expects the following outcomes on the levels of community and society.

**Table 5**

*Expected Outcomes of OCFA on Community Level*

Community level / Society level Outcome	
Outcome for people with disabilities: Improved Services and Systems	Educational and disability-supportive services are higher-quality and more accessible, affordable, comprehensive or coordinated.
Outcome for people with and without disabilities: Enabling Social and Environmental Conditions	Better circumstances and surroundings for people with disabilities.

A rapid literature review about inclusive outcomes from 14 studies found some positive effects on society outcomes from inclusive education (Browne Evie, 2015), but most of these studies comprise collections of best practices and case studies, without any rigorous method of evaluation. Although social outcomes are mentioned in several frameworks (Global Partnership for Education, 2019; United Nations, 2016a; United Nations Human Rights Office of the high Commissioner, 2016, September 1), my literature review was unable to unearth any literature that empirically explored these outcome domains. Given these limited findings and lack of rigor and consistency in evaluation design, it is very difficult to conclude that inclusive education is a proven model with positive outcomes on the society and community levels.

Even though inclusive education seems to be an unproven model by the RCT standard, it is still a model used by many organizations, including Light for the World and others (Cristoffel Blindemission, 2019, September 13; Sight Savers, 2019, October 22; UNICEF, 2019, September 13). The next chapter outlines the method used for this implementation evaluation, which will be undertaken to answer questions around the practice and intensity of Light for the World's inclusive education programme in Ethiopia.

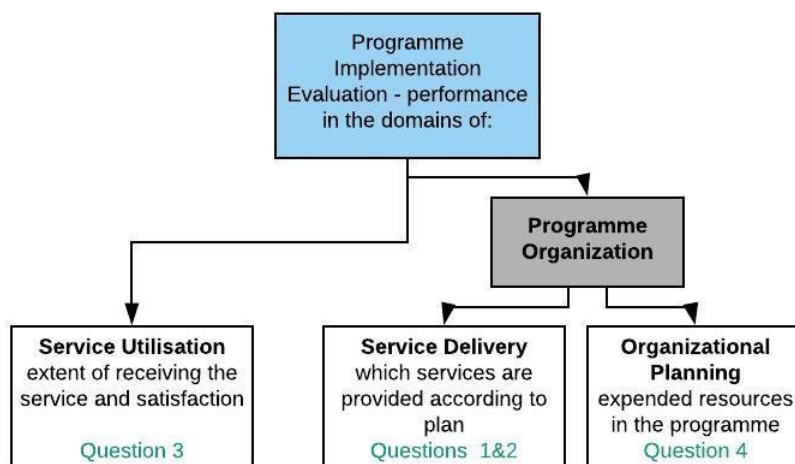
## CHAPTER TWO: METHOD

### 2.1. Rationale for the Implementation Evaluation

The implementation of a programme involves bringing it to reality, and the evaluation of the implementation provides the information necessary to ensure successful programmes in the future (Love, 2004). This evaluation is a formative implementation evaluation, designed to ascertain the integrity of programme operations and service delivery (Rossi H. et al., 2018). It will also complement an impact evaluation (Rossi H. et al., 2018) by providing the rationale to identify in the upcoming impact evaluation whether an absence of impact is due to inadequate implementation or so-called implementation failure. This evaluation aimed to improve the way the inclusive education programme in Ethiopia is delivered. It did not evaluate the causal influence and effect of the programme to beneficiaries (Rossi H. et al., 2018), but rather referred to how well the programme (including its activities and services) is implemented given the programme theory. It reflected the number and intensity of activities implemented. Rossi et al. (2018) define three domains of assessing a programme implementation, service utilisation, service delivery and organisational planning, as seen in Figure 8 below. By using the framework above, the evaluation questions of this implementation evaluation centre around the framework described by Rossi et al. (2018).

**Figure 8**

#### *Programme Implementation Domains*



*Note.* This implementation evaluation focused on these three domains. Assessment of the programme theory was deemed less important at this point.

Other evaluators underpin Rossi et al.'s (2018) arguments generally, like Chen (2005), who states that an implementation evaluation assesses how well the programme was implemented, or Carroll et al. (2007), who postulate that an implementation evaluation points out the fidelity of the programme and lies between programme interventions and outcomes. The latter identify five elements that need to be measured to evaluate fidelity: dose and coverage, quality, participants' responsiveness, adherence, and programme differentiation. Table 6 below shows and describes these elements, taking Rossi et al.'s categories and Carroll's elements into consideration (Carroll et al., 2007; Rossi H. et al., 2018).

**Table 6**

*Definition of Elements of Measuring Programme Fidelity*

Element for measuring programme fidelity by Carroll et al. (2007)	Definition	Categories referring to Rossi et al. (2018)
Dose or exposure and coverage	The amount of an intervention received by participants and whether all beneficiaries receive the programme (according to plan).	Refers to Service delivery
Quality	The quality at which a programme is delivered.	Refers to Service utilisation and Service delivery
Participants' responsiveness	How far participants respond to, or are engaged in, an intervention (involving judgement by participants on relevance and outcome).	Refers to Service utilisation
Adherence	If the programme is being delivered as planned.	Refers Service delivery
Programme differentiation	Identifying unique programme structures being critical for the intended effect.	Refers to all domains

By using the frameworks above, the major evaluation questions of this implementation evaluation were grounded in this conceptual understanding of implementation.

## *2.2. Evaluation questions*

The questions for this implementation evaluation, grounded in the conceptual understanding mentioned above, were established as part of an organisational dialogue between June and July 2019.

### *Service Delivery Questions*

**Evaluation Question One.** In supported communities, what inclusive education services (of the framework of services potentially offered by partners, see Appendix C) do community-based partners intend to provide to teachers, schools, parents, and communities? What types and extent of services do partners actually deliver in practice?

**Evaluation Question Two.** To what extent are schools and teachers satisfied with the inclusive education support partners deliver?

### *Service Utilisation Questions*

**Evaluation Question Three.** To what extent are schools and teachers making use of quality inclusive education materials, resources, and services, including a consideration of both initial and continued use?

### *Organisational Plan Question*

**Evaluation Question Four.** How do partners resource, organise, and staff their inclusive education programmes, and do they provide an adequate platform for delivering inclusive education services to children, teachers, schools, parents, and communities?

## *2.3. Method for the Implementation Evaluation*

This section outlines the methods used for each of the evaluation questions and their key aspects.

The appropriate methodology was selected after deciding on the research paradigm (Chilisa & Kawulich, 2012; Kawulich & Holland, 2012). A paradigm in social research is a way of thinking, a worldview, that guides the research and tells us what's important (Kaushik & Walsh, 2019; Patton, 2015). Different paradigm have been widely discussed in the literature, but also of the two main different paradigms, which are constructivism and post-positivism

can be combined (Creswell, 2011). Constructivism characteristically uses qualitative methods by which individual perspectives are building a subjective view of the research (Kaushik & Walsh, 2019). Post-positivism characteristically uses quantitative methods by examining empirical evidence and testing hypotheses (Kaushik & Walsh, 2019). However, the “pragmatic theory of truth” as Patton (2015, p. 243) calls it, combines the two paradigms and the research design can be chosen according the most appropriate requirement (Kaushik & Walsh, 2019), which is often associated with mixed-methods (Creswell et al., 2011). The pragmatic paradigm suggested by Patton (2015) and also Creswell and Clarke (Creswell et al., 2011), allows for the combination of qualitative and quantitative methods (mixed methods) and the combining of the two worldviews. For this evaluation a pragmatic paradigm aligned well with the purpose of the study.

Using a qualitative and quantitative design allows for a descriptive evaluation design (Anastas, 2012; Gravetter & Forzano, 2018; Kim et al., 2017; Williams, 2007), which was used here to understand better how typical Light for the World programmes, as delivered by partners, look on the ground. I decided for reasons of feasibility and the nature of the study to use a content analysis approach and qualitative description. According to Krippendorff (2018, p. 24) content analysis is “a research technique for making replicable and valid inferences from texts to the context of their use”, it is used to explore textual information by coding it systematically (Vaismoradi et al., 2013). Further, it provides the possibility to find a theme based on the frequency of its occurrence (Vaismoradi et al., 2013). Its roots came from the paradigm of positivism (Neuendorf, 2018), while thematic analysis roots from constructivist paradigm. Thematic analysis focuses more on identifying and describing implicit and explicit ideas within the data (Guest et al., 2011). Whatever, there is no clear boundary in the literature between these two analysis methods (Sandelowski & Leeman, 2012) and given the pragmatic paradigm, which was chosen for this dissertation and the purpose of this study, a content analyses approach seemed appropriate.

Rossi et al. (2018) define two concepts useful for programme delivery service, namely specification of services and accessibility. The first consists of defining the actual services provided on the ground and the latter refers to structural arrangements that facilitate accessibility for participants. The evaluation of the programme delivery system is also essential to minimise the probability of implementation failure. A service utilisation plan

focuses on how beneficiaries will be engaged in the programme in the first place and follows through to the point of receiving the services (Rossi H. et al., 2018). It generally relates to looking at the coverage and amount of a service (Carroll et al., 2007). Finally, the programme must be established to provide the services intended (Rossi H. et al., 2018). This refers to the organisational planning, including resources, personnel, and administration.

### 2.3.1. *Participants*

Across all three categories of evaluation questions (service delivery, service utilisation, and organisational planning), We recruited a total of 27 persons as participants in the evaluation (final recruiting plan):

- 11 teachers were recruited for in depth interviews (n=4) or focus group discussion (n=7)
  - In depth interviews: Two teachers from the school Addis Zemen, one teacher from the school Hawassa Haik and one teacher from the school Ethiopia Tikdem
  - Focus group discussions: 1<sup>st</sup> focus group discussion with three teachers from the school Addis Zemen, 2<sup>nd</sup> focus group discussion with two teachers from the school Ethiopia Tikdem and 3<sup>rd</sup> focus group discussion with two teachers from the school Raas Desta
- 6 principals or vice principals were recruited for in-depth interviews (n= 3) or focus group discussion (n=3)
  - In depth interviews: The principal from the school Addis Zemen, the principal from the school Hawassa Haik and the principal from the school Ethiopia Tikdem
  - Focus group discussions: One focus group discussion with one principal and two vice-principals from the school Raas Desta
- 5 members of school management committee (SMC) were recruited for in-depth interviews (n= 2) or focus group discussion (n=3)
  - In depth interviews: One SMC from the school Addis Zemen and one SMC from the school Hawassa Haik
  - Focus group discussions: One focus group discussion with three SMCs from the school Ethiopia Tikdem
- 5 Light for the World project partners were recruited for in-depth interviews (n= 5) and
- The online survey was sent to all 14 Light for the World project partners (n= 14)

A detailed list, including names of the interviewer as well as the chosen method is outlined in Appendix D.

The original recruiting plan differs from the final participants, which is outlined in Appendix E. The reason for this is described in the finding section of this dissertation and on a high level in Appendix E.

### *2.3.2. Sampling*

All of the primary data collection was conducted in Ethiopia in February 2020. Southern Hemisphere and me, we worked in close partnership with Light for the World partners in Ethiopia, who have established Memorandum's of Understanding and a close collaborative working relationship with the schools we visited. The sampling across all three categories of evaluation questions was mainly a convenience non-probability method. This method seemed appropriate for this study given the type, nature, and purpose of the evaluation, as well as the limited resources. The evaluation also did not aim to create generalised findings (Etikan et al., 2016). When discussing the findings, the limitations of the sampling method were considered. However, for all participants purposive sampling was used (Etikan et al., 2016; Patton, 2015) and information-rich participants were thoroughly selected. The selection was done together with the programme manager of OCFA, Southern Hemisphere, the project partners, and the country representative of the country office in Ethiopia.

### *2.3.3. Data Collection Tools*

A set of six different tools was established, according to different existing guidelines and instruments. A detailed description of all tools is outlined below and in Appendix F.

Tools for implementing partners:

- Structured Survey for Project Partners (Appendix F1)

Structured questions were administered as an online survey to all Light for the World inclusive education partners in Ethiopia (n=14). The first part of the survey was developed and modified from the Global Partnership of Education Guidelines out of a list of services for inclusive education (2019) and modified according to an internal list from Light for the World, established in the Burkina Faso Office (Light for the World, 2019). A second part examined the organisational capacities for successful implementation of inclusive education programmes and included questions on management structures, organisational planning

and networking (USAID & Management Service for Health, 2012). These questions were developed, mainly from the Organisational Capacity Assessment Tools developed by USAID (2012) and additionally according to an online search on organisational planning looking at various webpages and articles (see also. Bizfluent, 2019, September 18; Chron, 2019, October 15; Jeseviciute-Ufartiene, 2014).

- Key-Informant Interviews (KII) of Project Partners (Appendix F2)

The questions for the key-informant interviews were asked along a structured interview guideline and gave an overview of what is being provided and where the strengths and achievements have been. Including, more detailed questions on organisational planning, networking and coordination.

Tools for schools:

- Structured and semi-structured Questionnaire for Principals and School Management Committees (SMC) (Appendix F3)
- Structured and semi-structured Questionnaire for Teachers (Appendix F4)
- Focus group discussion Guideline for Teachers (Appendix F5)
- Structured Observations for Teachers, Children, and Schools (Appendix F6)

A combination of a structured and semi-structured questionnaire was administered to teachers and school management. The questionnaires were adapted from an internal Light for the World tool called the “Sentinel Site tool”, as well as the recently published UNICEF toolkit from the Global Partnership of Education guidelines for inclusive education analyses (2019). The sentinel site tool was developed by Light for the World (2017-2018) and inspired by the UNESCO toolkit for creating inclusive, learning-friendly environments and a study from USAID Ethiopia (UNESCO Bangkok & Regional Bureau for Education for Asia and the Pacific, 2004; USAID Ethiopia, 2017).

To measure teacher’s utilisation of inclusive education practices, I developed a structured observation guideline for teachers, children, and schools. No existing classroom observation instrument was found ideally fit for this purpose, but several items from the Global Partnership for Education guidelines (2019) were useful in setting standards for teacher and child interaction in an inclusive school.

#### 2.3.4. Procedure

##### *Procedure for implementing partners*

- **Survey:** For the survey, a list of all Light for the World inclusive education implementing partners in Ethiopia was provided by the country office in Addis Ababa. The survey was sent to all partners in early January 2020, and they got two weeks to complete it. A follow-up mail was sent after the deadline to the implementing partners who did not respond. For the anonymous surveys no informed consent was necessary, the coversheet stated the purpose of the survey and the right to withdraw.
- **Key-Informant Interviews (KIIs) of Partners:** The partners for the key-informant interviews (n=5) were selected by the programme manager of OCFA in Ethiopia, the country office representative in consultation with Southern Hemisphere and me. Selection criteria were feasibility and reachability, working in inclusive education, and being information rich. The selected partners, namely Cheshire Services, Berhan Lehetsanat and Ethiopian Centre for Disability and Development (ECDD) were approached by me and asked if they will take part in the study. Southern Hemisphere and I conducted all interviews in the offices of the respective partners in February 2020, see Appendix D for details. The interview language was English. The partners selected for the KIIs were asked to thoroughly go through the consent form at the interview itself and they were asked to sign a printed version of it (Appendix G). The consent form was either in English or Amharic language.

##### *Procedure for schools, teachers, principals and school management committee (SMC)*

For this evaluation teachers, principals and SMC members were recruited. An overview of the selection procedure is outlined in Appendix E.

- **Selection of regions:** The regions resulted from the programme areas of the selected implementing partners. These were Hawassa / Southern Nations, Nationalities, and Peoples' Region - SNNPR (Cheshire Services and ECDD), Addis Ababa (Cheshire Services HQ and Berhan Lehetsanat HQ) and Dessie Town / Amhara Region (Berhan Lehetsanat).
- **Selection of schools:** Then, the programme manager of OCFA in Ethiopia, the country office representative in consultation with Southern Hemisphere and me, three schools from one region Hawassa / SNNPR were chosen. For reasons of reachability schools from only one region were identified. Selection criteria for the decision on schools were

feasibility, information-rich participants in the schools, as well as the number of inclusive education teachers and children with disabilities in the schools. The schools primarily selected were: Hawassa Haik, Addis Zemen and Ethiopia Tikdem. Unfortunately, it turned out that the schools selected are not supported by Light for the World's project partner. Therefore, we visited an additional inclusive education site the Raas Desta primary school in Yrgalem (rural outside of Hawassa) to provide a better example of a well-supported inclusive education site. This fourth school was selected by the implementing partner only, which led to a selection bias, which is described in the limitation sector of this dissertation. A comparison of the initial sampling strategy and the undertaken evaluation is shown in Appendix E. Data were obtained on the compounds of the four schools, namely Addis Zemen, Ethiopia Tikdem, Hawassa Haik and Raas Desta in Hawassa/SNNPR. The data providers received a small amount of money for their participation (3USD), which was given for compensate for transport and loss of time. For example, the FGD in Raas Desta was on a public holiday and participants had to come to school for the discussion.

- **Procedure and selection of principals:** The respective principals of the four schools were asked by Cheshire Services, Light for the World's partner if they would like to participate in the study. The interviews were in Amharic language with simultaneous translation and they took approximately 1,5 - 2 hours. Southern Hemisphere and I conducted all interviews in the headmasters' offices in February 2020, see Appendix D for details on who conducted each interview.
- **Procedure and selection of SMC members:** One person from each of the SMC's were selected and asked via phone by their respective headmaster, if they would like to participate in the study. The interviews were in Amharic language with simultaneous translation and they took approximately 1,5 - 2 hours. Southern Hemisphere and I conducted all interviews in the headmasters' offices in February 2020.
- **Procedure and selection of classrooms (teachers for SSIs and class observations):** Classes were chosen, and teachers were asked if they would like to take part in the study by the principals of the schools. Selection criteria were at least 2-3 children with different disabilities in the classroom. The interviews were in Amharic language with simultaneous translation and they took approximately 1,5 - 2 hours. All interviews were conducted by Southern Hemisphere and me in an empty school classroom in February 2020. All observations were undertaken by me. When observing the classes I was sitting at the back

of the classroom, being introduced by the class teacher as an observer for an evaluation of their inclusive education programme. I stayed in every class about 20-30 minutes, as my presence disturbed the lesson. Thus, the data from the observations are consequently very weak.

- **Procedure and selection of teachers for focus group discussion (FGD):** The principals of the schools asked teachers if they would like to take part in the study. The FGD`s were in Amharic language with simultaneous translation and it took approximately 2 hours. The FGDs were conducted by me and took place in an empty school classroom of Addis Zemen, Hawassa Haik and in the principal`s office at Raas Desta in February 2020.

All participants in this evaluation were asked to thoroughly go through the consent form (in English or Amharic language) at the interview itself and they were asked to sign a printed version of it.

An overview of the procedure and material used is provided in Table 7.

**Table 7***Overview of Procedure and Tools for this Evaluation*

Evaluation Question	Data Providers	Number (n)	Method	Material / Tool
<b>Service Delivery and Service Utilisation</b>				
Evaluation Question One, Two and Three.	All inclusive education partners supported by Light for the World in Ethiopia (n=14); 11 partners answered the online survey for a return rate of nearly 78%.	11	Partner survey	Appendix F1 (Survey for Project Partners)
	Partner implementation records (Project Reports)		Document review	Existing project reports
	Light for the World`s Monitoring Tools (School and Partner tool)		Monitoring Tool Review	Existing monitoring tools
	In-depth interviews with 3 selected partners in 3 different regions (n=5 from 3 partners)	5	Key informant interview project partners	Appendix F2 (KII Project Partners)

Evaluation Question	Data Providers	Number (n)	Method	Material / Tool
Evaluation Question One, Two and Three.	In-depth interviews with 4 selected teachers in 3 different schools	4	Semi structured interview schoolteachers	Appendix F4 (SSI Schoolteacher)
	2 FGD with teachers in 2 schools with (n=3, n=2)	5	Focus Group Discussion	Appendix F5 (FGD Teachers)
	Additional: FGD with n=2 teachers, n=1 Principal and n=2 Vice principals)	5	Retrieved from the KII and FGD guidelines for schoolteachers	Appendix F4 & Appendix F5
	In-depth interviews with 2 principals (n=2), 1 Vice-Principal (n=1) and 2 SMC members (n=2)	5		Appendix F3 (SSI for Principal and SMC)
	Additional: FGD with 3 SMC members (n=3)	3	Retrieved from the KII principals	Appendix F3
	3 Classroom observations in 3 schools		School site visits and structured observations of schools	Appendix F6 (Structured Observation Guideline for Teachers, Children, and Schools)

Evaluation Question	Data Providers	Number (n)	Method	Material / Tool
Organisational Plan Question				
Evaluation Question Four.	All inclusive education partners supported by Light for the World in Ethiopia (n=14); 11 partners answered the online survey for a return rate of nearly 78%.	11	Partner survey	Appendix F1 (Survey for Project Partners)
	Partner implementation records (Project Reports)		Document review	Existing project reports
	In-depth interviews with 3 selected partners in 3 different regions (n=5 from 3 partners)	5	Key informant interview project partners	Appendix F2 (Key Informant Interview Project Partners)

#### 2.4. Data Analysis

The analyses of the qualitative data were in the form of a content analysis. The quantitative data from the survey was interpreted using descriptive statistics. All quantitative data were documented in an auditability procedure, such as documenting the circumstances under which data were obtained, which is one of the relevant criteria for qualitative data analyses according to Newcomer, Hatry, and Wholey (2015).

For service delivery, service utilisation and organisational planning questions 1, 2, 3 and 4 a combination of qualitative and quantitative analyses was used. The qualitative data generated by the interviews and focus group discussions, as well as by the observation reports, were carried out in NVivo 12 Pro and analysed according to a combination of deductive and inductive coding structures. In other words, I began with an initial coding structure, which was then inductively modified (Appendix H). All quantitative data from the survey was analysed using IBM SPSS Statistics (version 25).

## 2.5. *Ethical Considerations*

*In-country requirements:* Light for the World has established Memorandum`s of Understanding with the Federal Democratic of Ethiopia Ministry of Education (Appendix I) as well as with the Education Bureaus in the regions Light for the World is implementing inclusive education programmes. All ethics criteria stated in the Ethiopians national ethic review guidelines are taken into consideration when implementing this evaluation (Federal Democratic Republic of Ethiopia, 2014). Due to the intense collaboration with the Ministry of Education and the Education Bureaus as well as that there is no national compliance required from the Ethiopian Governance, this implementation evaluation falls within the ambit of the cooperation between Light for the World and the Government of Ethiopia and no additional review process was necessary.

In addition to the in-country approval, approval from the Commerce EiRC was commenced (Appendix J).

*Risk of harm for participants:* Interviews and direct contact with children, including children with disabilities were purposively excluded from the study. In general, several methodological and ethical challenges arise when conducting research with children (Morrow & Richards, 1996; Phelan & Kinsella, 2013), such as their vivid imagination and intrinsic knowledge (Einarsdóttir, 2007). These challenges apply even more when including children with disabilities in research studies, as the ethical guidelines are insufficient (Yan & Munir, 2004). For all participants of this study ethical principles guided by the Declaration of Helsinki (World Medical Association, 2013), a set of principles based on respect for the individual, their right to self-determination and the right to make informed decisions regarding participation in research were administered. No physical, legal, psychological or

social harm, including emotional discomfort and stigmatisation were a result of this evaluation.

*Obtained permissions from cooperating institutes:* Permission for undertaking this evaluation has been obtained by Light for the World (Appendix K). Permissions for data collection in the schools has been obtained by the implementing project partner in Hawassa, Cheshire Services.

### CHAPTER THREE: IMPLEMENTATION EVALUATION RESULTS

The purpose of this implementation evaluation was to assess the delivery modus of Light for the World's inclusive education programme in Ethiopia, as well as to assess the extent to which it delivered services of sufficient quality and satisfaction (service delivery). Further, the evaluation aimed to assess the extent of utilization of the services, resources, and materials provided (service utilization) and the organizational capacity of Light for the World's inclusive education partners to support quality, inclusive education (organizational plan). Results are presented according to the respective evaluation questions for service delivery, service utilization, and organizational plan presented in the method chapter. Related discussion follows thereafter.

The presented evidence comes from this evaluation (online survey from implementing partners; key-informant interviews (KIIs) and semi-structured interviews (SSIs) from implementing partners, teachers, principals, and SMCs; and focus-group discussions (FDGs) from teachers and from Raas Desta school), a structured observation of the schools and classes and a document review (including the regular monitoring instruments of Light for the World). For details, also see Appendix F.

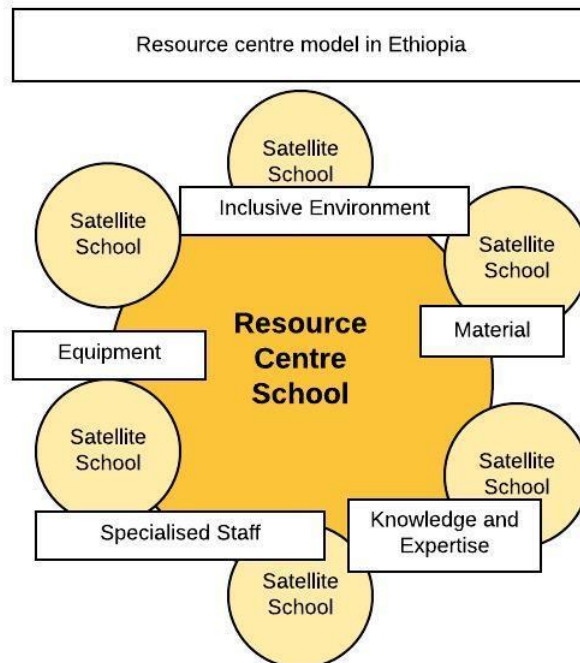
#### *3.1. Description of Planned Services in Ethiopia*

Inclusive education in Ethiopia was a new focus area for Light for the World, embedded within and started alongside Light for the World's overall five-year strategic plan for Ethiopia (Light for the World, 2016). The inclusive education programme mostly aligns with the Ethiopian government's master plan on inclusive education, which recently focused on inclusive education as a human right (Federal Democratic Republic of Ethiopia, 2017b). Already by 2012, however, the government had proposed that wherever possible, schooling for children with disabilities and special education needs takes place within the existing structures offering quality education to all citizens (Federal Democratic Republic of Ethiopia, 2012). But, the master plan on inclusive education also outlines that while children with severe physical or intellectual disabilities, such as deaf-blindness or autism spectrum disorders, might be better educated in special needs classes, most children with disabilities should participate in mainstream classes (Federal Democratic Republic of Ethiopia, 2017b). Ethiopia's core system involves the establishment of inclusive education resource centers and attached satellite schools, which benefit from the resource centers (Federal Democratic

Republic of Ethiopia, 2017a). Resource centers have been introduced into the Ethiopian Education System in 2006, as a mechanism to support the education of children with disabilities. The concept is to strengthen existing mainstream schools, and special education schools, by providing materials and training in inclusive education. Resource centres are not special education units and should not serve as such. Figure 9 below shows the resource centre system in Ethiopia (Ethiopian Federal Ministry of Education, 2015).

**Figure 9**

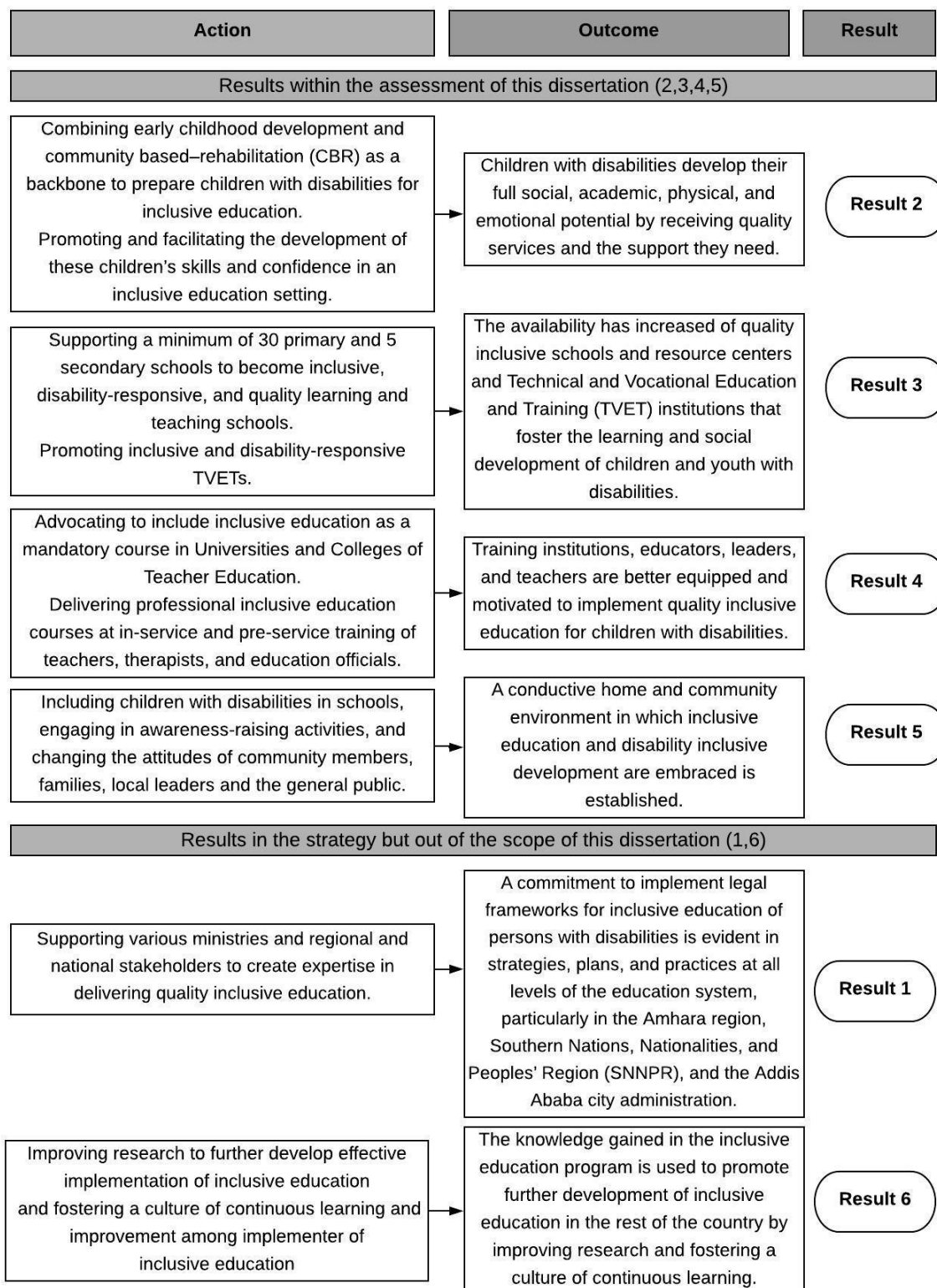
*Resource Centre System in Ethiopia*



Light for the World planned to work in line with these commitments by the Ethiopian government, contributing “to the transformation of the education system so it provides quality education for all learners irrespective of their abilities” (Light for the World, 2016, p. 10). Figure 10 below shows the six results, presented in Light for the World’s country strategy for Ethiopia (2015–2020), which were planned to support this goal (Light for the World, 2016, pp. 10-12).

**Figure 10**

*Six Inclusive Education results of Light for the World’s Country Strategy Ethiopia*



*Note.* This evaluation has assessed the implementation of activities for results two, three, four, and five, result one and six were also in the strategy, but fell out of the scope of this dissertation.

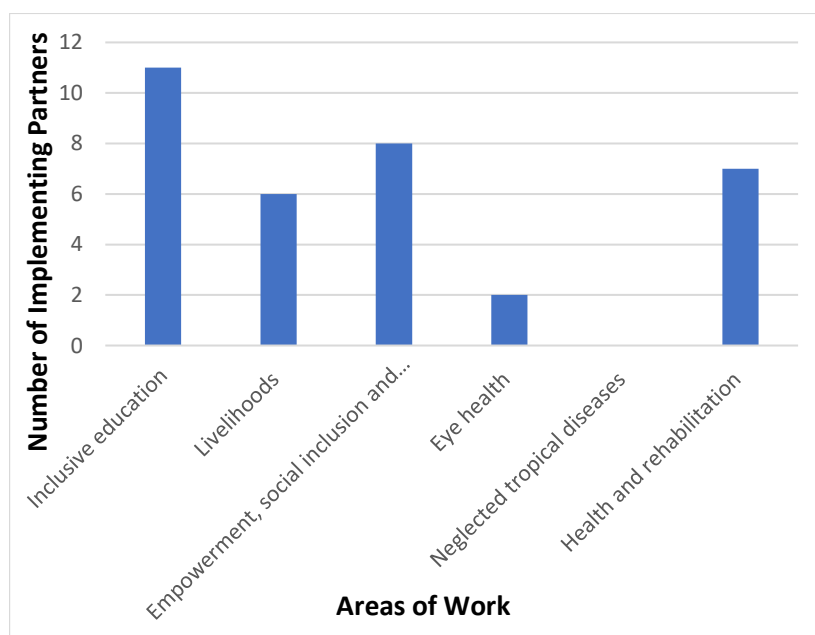
### 3.2. Description of Implementing Partners

Of the 14 inclusive education partners of Light for the World, 11 answered the online survey for a return rate of nearly 78%. As mentioned in the introduction, Light for the World's inclusive education programme is operating in three of the nine regional states of Ethiopia and Addis Ababa.

Nine of the 11 responding partners are non-governmental organizations, one is an education institute, and one is a community-based organization. They range in size from rather small to large. Five partners have between 21 and 50 staff members, two have fewer than 21, and four have more than 50 employees. All partners have some volunteer staff, who contribute of a minimum of one day per month to organizational goals, and all partners have some persons with disabilities employed as full-time staff. The partners are experienced in the disability field. Six have more than 11 years of experience, and only one partner indicated less experience than five years. When asked if there is a designated person with formal education or more than five years' experience working with people with disabilities who provides oversight and coaching to staff and/or volunteers who work with people with disabilities, 90% (ten out of 11) answered this question affirmatively. Figure 11 presents the mandate areas of Light for the World in which their partners are working.

**Figure 11**

*Areas where Light for the World's Implementing Partners are Working*



As shown, most (n=8) partners also work in the areas of empowerment and social inclusion and health and rehabilitation, and about half work in livelihoods (n=6). According to interviews with Light for the World's employees, CBR, which falls under health and rehabilitation and empowerment and social inclusion, is critical for Light for the World's inclusive education strategy. Nearly one-third of the partners answering the survey, however, are not working in these areas. Table 8 below outlines how many times Light for the World's implementing partners provided each of the inclusive education services in the last 6 months.

**Table 8**

*Number and Type of Inclusive Education Activities by Implementing Partners (n=11) over the Last Six Months*

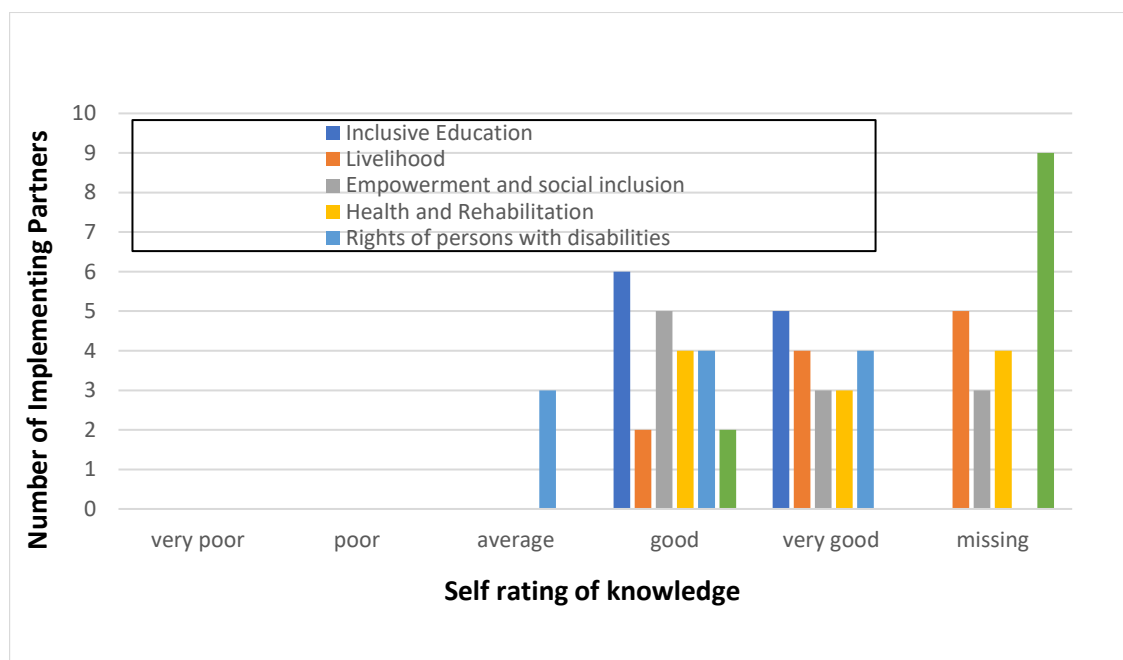
Frequency of Provision of Services	Number of partners and frequency of services provided				
	Never	1–4 times	5–9 times	10–19 times	20+ times
Identification of children with disabilities in schools	0	6	3	0	2
Identification of children with disabilities in environments outside of school	0	5	3	1	2
Teacher support (e.g., initial and in-service training, pedagogical support)	1	2	5	1	2
Infrastructure (e.g., ramps, classrooms, playgrounds, toilets and washing facilities)	4	4	0	3	0
Provision of learning materials (e.g., braille and audio books, sign language)	1	6	0	1	3
Curriculum (e.g., establishment of relevant, flexible, and adaptable curricula)	8	2	0	0	0
Student assessment (e.g., screening, referral, continuous learning assessments)	0	6	1	2	2
School culture (e.g., assist school to create a culture of inclusion)	1	5	2	2	1
Attitude change among teachers and administrators	0	4	2	3	2
Attitude change among parents and communities	1	3	2	1	4
Attitude change among peers and other students	1	4	1	2	3
Attitude change among local decision-makers	1	4	3	2	1
Laws and policies (e.g., constitutional provisions, international conventions)	6	4	1	0	0
Data and evidence (e.g., definitions of disability, EMIS and other databases)	3	6	1	1	0
Leadership and management (e.g., management capacity at central, sub-national levels)	3	6	1	1	0

The data in Table 8 show that very few partners are involved in some areas, such as “Curriculum” or “Laws and Policies”.. All partners were very active in working on attitude change, identification, and teacher support. Detailed analyses for the different activities are outlined in the following chapter below were appropriate.

Figure 12 presents partners’ self-rating of their organizational knowledge on topics related to inclusive education.

**Figure 12**

*Self-rating of the organisational knowledge of inclusive education related topics*



All implementing partners rated their knowledge in inclusive education or related topics like empowerment or health and rehabilitation between good and very good, whereas they often did not respond regarding their knowledge in other areas. Over half of those surveyed also reported that people in their organization are able to communicate effectively with people with all types of disabilities, whereas four answered this question with neutral or disagree.

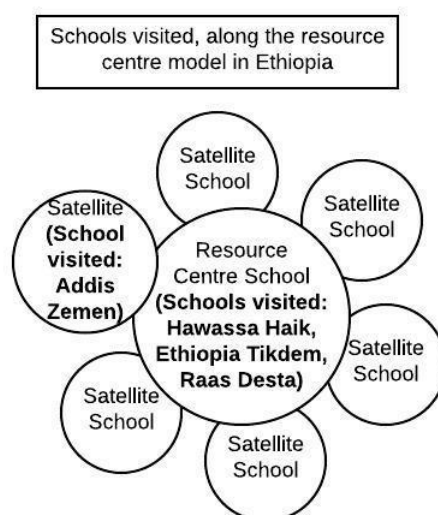
### 3.3. Results from Sampling

The original intention was to use the Light for the World’s monitoring instrument to identify a representative sample of schools which appeared to be very actively supported by

partners in their inclusive education activities. The indicators from the monitoring instrument which determined the selection criteria were the numbers of children with disabilities enrolled in mainstream classes and teachers trained in inclusive education. However, when we actually visited the selected schools, it became clear that the schools we had identified were not receiving ongoing support from the partner of Light for the World, but rather from other NGOs. Additionally, very few teachers from mainstream classes were trained in inclusive education and nearly no child with disability was included in mainstream classes. It turned out that the monitoring tool showed wrong numbers on inclusion of children with disabilities in inclusive education classes, trained teachers and partner support. Thus, we visited an additional inclusive education site the Raas Desta primary school in Yrgalem (rural outside of Hawassa) as described in the method chapter. It reveals that the monitoring instrument and the capacity of the partner needs further improvement. Finally, major limitations of this analysis are that monitoring data are only available for 2018 and 2019 and that the observation and interviews were only conducted at four schools supported by a single partner. Figure 13 below shows the schools visited for this evaluation along the resource centre model in Ethiopia.

**Figure 13**

*Schools visited along Ethiopia`s Resource Centre Model*



*Note.* Hawassa Haik, Ethiopia Tikdem and Raas Desta are Resource Centre Schools and Addis Zemen is a Satellite school.

### 3.4. Results of Service Delivery Evaluation

**Evaluation Question One.** In supported communities, what inclusive education services (of the framework of services, in the table below, potentially offered by partners) do community-based partners intend to provide to teachers, schools, parents, and communities? What types and extent of services do partners actually deliver in practice?

**Evaluation Question Two.** To what extent are schools and teachers satisfied with the inclusive education support partners deliver?

To contribute to a quality inclusive education programme in Ethiopia, Light for the World incorporated international guidelines and evidence-based information into their activities (Federal Democratic Republic of Ethiopia, 2017b; Global Partnership for Education, 2019; Light for the World, 2019; UNESCO Bangkok & Regional Bureau for Education for Asia and the Pacific, 2004; UNICEF, 2012).

As mentioned above, Light for the World's inclusive education activities align with Ethiopia's master plan for inclusive education (Federal Democratic Republic of Ethiopia, 2017b). The table below shows activities in Light for the World's service-delivery model that, when interlinked, intend to strive towards changing the education system to include every child, regardless of their ability (*Global Partnership for Education, 2019; Light for the World, 2019*).

**Table 9**

*Planned Services Potentially Offered by Light for the World's Inclusive Education Partners*

<b>Supply</b>	<b>Quality</b>
<p><b>Teacher Support</b></p> <ul style="list-style-type: none"> <li>▪ Initial and in-service training</li> <li>▪ Pedagogical support</li> <li>▪ Classroom support</li> <li>▪ Individual support to teachers</li> <li>▪ Others</li> </ul> <p><b>Infrastructure (Adaption)</b></p> <ul style="list-style-type: none"> <li>▪ School (ramps, etc.)</li> <li>▪ Classrooms and playgrounds</li> <li>▪ Toilets and washing facilities</li> <li>▪ Transport to and from school</li> <li>▪ Others</li> </ul> <p><b>Provision of Learning Material</b></p> <ul style="list-style-type: none"> <li>▪ Braille and audiobooks</li> <li>▪ Sign language resources</li> <li>▪ Easy-read versions</li> <li>▪ Other assistive products</li> </ul>	<p><b>Curriculum (Establishment)</b></p> <ul style="list-style-type: none"> <li>▪ Relevant, flexible, and adaptable curricula</li> <li>▪ Others</li> </ul> <p><b>Student Assessment (Support)</b></p> <ul style="list-style-type: none"> <li>▪ Screening</li> <li>▪ Referral</li> <li>▪ Continuous learning assessment</li> <li>▪ Others</li> </ul> <p><b>School Culture</b></p> <ul style="list-style-type: none"> <li>▪ Support inclusion clubs</li> <li>▪ Others</li> </ul>
<b>Demand</b>	<b>Enabling Environment (Not Covered within This Evaluation)</b>
<p><b>Attitude Change</b></p> <ul style="list-style-type: none"> <li>▪ Teachers and administrators</li> <li>▪ Parents and communities</li> <li>▪ Peers and other students</li> <li>▪ Local decision-makers</li> <li>▪ General services</li> </ul> <p><b>Benefits</b></p> <ul style="list-style-type: none"> <li>▪ Social inclusion and citizenship</li> <li>▪ Economic empowerment</li> </ul>	<p><b>Laws and Policies</b></p> <ul style="list-style-type: none"> <li>▪ Constitutional provisions</li> <li>▪ International conventions</li> <li>▪ Rules and regulations</li> <li>▪ National strategies</li> </ul> <p><b>Data and Evidence</b></p> <ul style="list-style-type: none"> <li>▪ Definitions of Disability</li> <li>▪ EMIS and other databases</li> <li>▪ Household Survey</li> <li>▪ M&amp;E and inspections</li> </ul> <p><b>Leadership and Management</b></p> <ul style="list-style-type: none"> <li>▪ Management capacity at central, sub-national, and school levels</li> <li>▪ Procedures and compliance</li> <li>▪ Cross-sectoral coordination</li> <li>▪ Partnership, including DPOs</li> </ul>

*Note.* This model is followed in describing the results for the service-delivery questions.

3.4.1. *Strategy: Supply (Teacher Support, Infrastructure Adaption, and Provision of Learning Material)*

*Teacher Support*

In the survey the question on the frequency of teachers support across all schools was described by initial and in-service training, pedagogical support, classroom support and individual support to teachers. The following table describes how many times the partner (n=11) provided teacher support services in the last 6 months.

**Table 10**

*Frequency of Teacher Support Over the Last Six Months by Light for the World's Partners*

Frequency of Teacher Support	n	%
Never	1	9.09
1–4 times	2	18.18
5–9 times	5	45.45
10–19 times	1	9.09
20+ times	2	18.18

As shown in Table 10 above, only one partner is not involved in any form of teacher support. Two partners implemented teacher support activities more than 20 times within the last six months, but most had delivered teacher support between one and nine times in the last six months.

Analysing Light for the World's regular monitoring instruments showed that 368 teachers have received some form of inclusive education training in the 71 supported schools, with a total of 4,406 teachers at those schools. This means that 8.2% of teachers in all schools are trained in inclusive education (numbers from the second semester of the 2018/19 school year). The training is provided by either an NGO or the government. The following four Tables 11a-11d compare trained teachers in both semesters of the Ethiopian school year (2018/19) as well as the type of training received.

**Table 11a**

*Comparison of schools supported and number of trained teachers of both semesters in the school year 2018/2019*

	Sept 2018 - March 2019	April 2019 - June 2019	First semester vs. Second semester	%
Number of schools supported by Light for the World	52	71	19	36.5
Total number of teachers in schools	3 166	4 406	1 240	39.2
Number of trained teachers in schools	571	368	-203	-35.6
Percentage of trained teachers compared to overall teachers	13.4%	8.4%		5

**Table 11b**

*Comparison of Types of Trainings received in both Semesters in the School Year 2018/2019*

Type of training	Sept 2018 - March 2019	April 2019 - June 2019	First semester vs. Second semester	%
In-Service training	317	215	-102	-32.2
Certificate in IE or SNE	92	63	-29	-31.5
Degree in IE or SNE	14	48	34	242.8
Employed expert	0	17	17	0
Training not specified	148	25	-123	83.1
Total	571	368	-203	5.6

**Table 11c**

*Comparison of duration of trainings received in both semesters in the school year 2018/2019*

Duration of in-service training	Sept 2018 - March 2019	April 2019 - June 2019	First semester vs. Second semester	%
1 - 2 days	198	16	-182	91.9
3 - 5 days	50	80	30	60
1 - 2 weeks	69	74	5	7.2
> 2 weeks	0	45	45	

**Table 11d***Comparison of In-service Training provider of both Semesters in the School Year 2018/2019*

In-service training provider	Sept 2018 - March 2019	April 2019 - June 2019	First semester vs. Second semester	%
Teacher training college	0	32	32	
NGO	311	170	-141	45.3
Government	4	12	8	200
Other	0	0	0	
Various	1	1	0	

*Note.* Table 10a to 10d compares the two semesters of school year 2018/19.

More schools were supported by Light for the World's implementing partners in the second term (an additional 19 schools), but fewer teachers were trained in these schools, as table 10b shows. This may be because Light for the World's implementing partners started at new schools with mainly untrained teachers. Unfortunately, the data do not allow us to identify whether or not Light for the World's partners provided this training, and when they were provided. The data instead only speak to the current situation. Currently, 8.4% of all teachers in supported schools have had any form of inclusive education training. In both school semesters, the main type of training was in-service, accounting for around half of all trainings and mainly provided by NGOs (between 80% and 90%). When one compares these data with the data that had earlier been collected by partners from the four schools, clear irregularities are evident. This raises questions about the clarity of the monitoring instrument that is used by partners. For example, at one school, we found that no teachers were trained, but the monitoring instrument states that seven teachers were trained. Irregularities also became apparent with respects to the number of children with disabilities enrolled between the monitoring instruments and the observations and conducted interviews, as Table 12 highlights.

**Table 12***Monitoring Instrument vs. Reported Data*

	Monitoring Instrument (Sept. 2019)			Reported Data (Feb. 2020)				
	Number of students at school	Number of students with disabilities in school		Number of students at school	Number of students with disabilities in school			
	Total	SE	IE	Total	Total	SE	IE	Total
School 1	206	0	19	19	211	0	27	27
School 2	4,229	26	12	38	4,229	52	256	308
School 3	2,083	1	99	100	2,105	23	97	120
School 4	4,081	0	20	20	4,160	8	9	17
<b>Total</b>	<b>10,599</b>	<b>27</b>	<b>150</b>	<b>177</b>	<b>10,705</b>	<b>83</b>	<b>389</b>	<b>472</b>

*Note.* Special Education (SE), Inclusive Education (IE)

As shown in Table 12 above, the numbers in the monitoring tool differ from the numbers reported in the conducted interviews. For example, school two reported in the monitoring tool that 12 children with disabilities are included in mainstream classes (IE), while the interviewee reported that 256 children with disabilities were included, or school three reported in the monitoring tool that one child with disability is enrolled in a special education class (SE), while the observation showed that 23 children with disabilities are enrolled. However, in all four schools, we observed very few children with disabilities to be really included in mainstream classes. Only a few (varying between three and five) children with disabilities were included in mainstream classes. In one school, three teachers were not aware of any children with disabilities enrolled in school. In three of the four observed schools, Light for the World's support in recent years was very limited (e.g., one pair of glasses). These issues certainly confound a meaningful assessment of Light for the World's actual contribution to making these schools inclusive.

The monitoring instrument itself also seems to have some limitations and should be adapted accordingly:

- There is a clear need for more capacity building amongst partners and schools to report their data more accurately.

- There is also a need to raise awareness as to how partners can use the data being collected for their own purposes.
- There is a need to share data with other interested stakeholders, such as NGOs, the Education Bureau, or service providers working in the same schools.

Analysis of data from the participants showed common deficiencies in all schools: the teacher trainings were too short, the number of trainings were inadequate, or the selected teachers were not the ones who should have received a training. Training should teach something new to participants (Leskiw & Singh, 2007), and, as some participants reported, a general inclusive education training does not add any value for special education teachers. For example, many participants commented that a one- or two-day sign language course does not support regular teachers. A responsive teacher must be able to adjust curricula according the needs of children with disabilities in an inclusive setting (Rokhmaniyah & Chamdani, 2018). The content of the training and the specific type of participants are critical here. Regarding the content of the training, most mentioned awareness-raising and identification for mainstream teachers as likely the most relevant, whereas a two-day sign-language course might be more helpful for teachers who had already been trained. The selection process is a critical step for the teacher trainings to succeed. Most interviewees mentioned some concern about the selection process. For example, in Hawassa Haik school, only special education teachers were selected for awareness trainings or in Addis Zemen school disability club members received the same training twice, while others were not selected for training at all. Or, in Ethiopia Tikdem school, one special education teacher, who participated a training, stated that: "... awareness creation training for profession who graduated in inclusive education is not necessary – it is necessary for regular teachers." In a positive example, at Raas Desta school, selection is based on the teacher's performance, activity, and interest. Nevertheless, having a common selection procedure would be beneficial in getting the inclusive education training to all teachers. Further, the assessment of whether the inclusive education programme reached its envisioned target population for teacher training showed that the regular monitoring instruments do not provide information if trained teachers are special education teachers or mainstream teachers by profession. Further, nearly all interviewees mentioned that regular trainings would be relevant for all teachers in their schools.

In terms of satisfaction and quality, about half of the participants did not think the in-service teacher trainings were high quality, and the other half mentioned that the trainer was not qualified or that the training was disorganized. However, most interviewed participants received a training not from Light for the World’s partner but from another NGO. The director of Birhan Lehitsanat mentioned that they assess the quality of their teacher trainings according to clear indicators. This good practice should be shared among the other implementing partners of Light for the World. Nearly all interviewees expressed that the trainings were too few in number. One recommendation was that the trainings be tailored according to a needs-assessment. Summarizing the FDG results from Raas Desta, the one school Cheshire Services supported in depth (by establishing a resource centre, providing teacher trainings, and so on), participants rated themselves “very satisfied” with the partner’s support. In general, analysis of the interviews and observations at all the schools showed that continuous support and training are needed to sustain high quality and that one-off trainings do not change teachers’ attitudes.

In all cases, informants reported that the quality of trained teachers is insufficient to teach children with disabilities in mainstream classes.

#### *Adaptation of Infrastructure*

Table 13 below illustrates the number of adapted infrastructure facilities by Light for the World’s partner (n=11) over the last six month.

**Table 13**

#### *Frequency of Infrastructure Development over the Last Six Months*

Frequency	n	%
Never	4	36.36
1–4 times	4	36.36
5–9 times	0	0.00
10–19 times	3	27.27
20+ times	0	0.00

*Note.* Examples include ramps, classrooms, playgrounds, toilets, and washing facilities

Seven partners reported undertaking a number of adaptations. Unfortunately, the quality or content of adapted infrastructure remains unknown within this evaluation, except for adaptations at the four observed schools. At these schools, even where ramps were built, most do not meet international standards and are unusable for wheelchairs or children with physical impairments. Respondents mentioned that this is mainly because they had already been built a few years ago or that they were put into a few classrooms but not all without a structure behind. Different interviewees mentioned inaccessibility as one major reason children with disabilities do not come to school, along with awareness or attitudes and poverty. Schools are largely either not adapted at all or the adaptations do not meet standards.

Regarding the accessibility of transport to school, three principals and three teachers mentioned this as a major problem. Either children need someone to bring them to school or parents cannot afford the transport costs. At one school covering transport costs, all interviewees mentioned this as the main facilitator in enrolling children with disabilities. Light for the World's position on supporting transport costs is that it should be the community's duty to ensure that children with disabilities can reach school without supporting transport costs.

According to observations of the schools along a formal checklist of special education materials and infrastructure, the quality of the established Resource Centres and Special Education units mainly meets international standards, such as those from the Government of Ethiopia (Ethiopian Federal Ministry of Education, 2015; Federal Democratic Republic of Ethiopia, 2017b), but this is not the case for mainstream classes. The three interviewees from Addis Zemen the satellite school, which we visited, suggested that they need such resource centres at all schools, including satellite schools, before they can teach children with disabilities at the appropriate level of quality.

### *Provision of Material*

Table 14 below illustrates the provision of learning material by Light for the World's partner (n=11) over the last six month.

**Table 14**

*Provision of Learning Material over the Last Six Months*

Frequency	n	%
Never	1	9.09
1–4	6	54.55
5–9	0	0.00
10–19	1	9.09
20+	3	27.27

*Note.* Examples include braille and audiobooks, sign language, etc.

Table 14 above displays a summary of the material provided by different partners. More than half of the partners provided one to four times inclusive education materials over the last six months. Notably, three implementing partners provided more than 20 times learning materials. These data are very vague; one partner might have counted every single book while another reported a whole resource centre under the same reporting metric.

The Ethiopian government has a standard set of materials it recommends to provide to resource centre schools, such as Montessori educational kits, TV, DVD, Video camera, wheelchair, cane, hearing aid, low vision materials, crutch, etc. (Federal Democratic Republic of Ethiopia, 2015). Observations showed that inclusive education material is available in each school, largely following this standard list, but still most interviewed participants feel that not enough material is available.

The quality of the material in the resource centre staffed by Light for the World’s partner organization met the Ethiopian standards. Interviewees at this school also mentioned that they needed more educational material and instructional videos to show to teachers engaged in self-learning.

Overall, these results indicate that a baseline development plan for schools could face these open issues in sustaining quality inclusive education for all.

*3.4.2. Strategy: Quality (Curriculum, Student Support, School Culture)*

*Curriculum (Establishment)*

Table 15 below illustrates the support to adapt the curricula by Light for the World’s partner (n=11) over the last six month.

**Table 15***Support to Adapt Curriculum over the Last Six Months*

Frequency	n	%
Never	9	72.72
1–4	2	18.18
5–9	0	0.00
10–19	0	0.00
20+	0	0.00

*Note.* The establishment of relevant, flexible, and adaptable curriculum

Only two partners helped schools make their curriculum inclusive, perhaps for several different reasons. First, there are no guidelines for adapting or tailoring curriculum for the inclusion of children with disabilities (Federal Democratic Republic of Ethiopia, 2012). Observations and the statements of most interviewees confirm these numbers, as they reported no adaptation whatsoever for the curriculum to suit the needs of children with disabilities. According to some informants, this is mainly due to the lack of trained teachers in mainstream classes. Only one interviewee argued that they try to help mainstream teachers adapt the curriculum to the needs of children with disabilities. Some informants emphasized that the development of inclusive education in schools depends on including inclusive education in the curriculum of teacher training colleges or, as Booth et al. (2003) argued, in the way teachers are prepared by teacher educators.

*Student Assessment (Support)*

Table 16 provides an overview of student assessments conducted by Light for the World's partners (n=11) over the last six months.

**Table 16***Student Assessments over the Last Six Months*

Frequency	n	%
Never	0	0.00
1–4	6	54.54
5–9	1	9.09
10–19	2	18.18
20+	2	18.18

*Note.* Examples include screening, referrals, continuous learning assessments

All partners were involved in some form of student assessment. Analysis of data from the schools showed that regular one-time screenings take place in resource centres when children with disabilities come for the first time. Unfortunately, no detailed information was provided on the form of screening i.e. if hearing, sight or general disability as per the Washington Group screening tools (Washington group on disability statistics, 2016). Additionally, screening seems not to happen in satellite schools. Regarding this issue on the partner level, screening within their CBR programmes is mentioned not in schools. No interviewee at the schools or the partner mentioned any form of continuous learning assessment taking place. One teacher from the satellite school (Addis Zemen) mentioned referring all children with severe disabilities to a resource centre due to a lack of facilities and trained teachers onsite. All schools with resource centres reported identification procedures before enrolment, but the observed satellite school did not do so. One interviewee mentioned that the special education teacher prepares the mainstream classes and teachers for inclusion of every single children with disabilities, but most argued that no such support is offered to mainstream teachers.

*School Culture*

Table 17 provides an overview of the support Light for the World's partners (n=11) provide to adapt the school culture over the last six months.

**Table 17***Adaptation of School Culture over the Last Six Months*

Frequency	n	%
Never	1	18.18
1–4	5	45.45
5–9	2	18.18
10–19	2	18.18
20+	1	0.00

*Note.* Assist school to create a culture of inclusion

Light for the World's partners do provide support to adapt school cultures towards inclusion. Most participants echoed the statement that there are no barriers to the administration or enrolment criteria for children with disabilities, but severe barriers to the teaching practices. A common pattern promoting an inclusive-friendly school culture was the existence of disability clubs in schools. While the teachers from the FGD of Addis Zemen only mentioned activities such as awareness-raising through mini-media being done by school clubs, the other three schools mentioned that the disability clubs support additionally sporting events and other cultural events for all children as well as supporting with identification of children with disabilities in the communities.

### *3.4.3. Strategy: Demand (Awareness-Raising and Changing Attitudes)*

Attitude change or persuasion is well-discussed in the literature. Petty and Brinol (2010) used the term to explain persons' changes in attitudes or beliefs. Attitudes refer to any judgement people have of different persons, places, objects, or issues (Petty & Brinol, 2010). The term also refers to an evaluation of anything a person may hold in their mind (Bohner & Dickel, 2011) .

Persuasion, by contrast, typically needs some type of stimulus, such as a communication intended for a certain group of people from an individual (or group) in a particular setting (Petty & Brinol, 2010). Within the Light for the World inclusive education programme, persuasion plays a critical role. While measuring change in attitudes as an outcome or

impact of the programme is not part of this implementation evaluation, the evaluator did try to understand the mechanism behind the desired change in attitude.

When asked about the attitudes of parents and communities, five participants unanimously agreed that a large problem with what they referred to as 'traditional' thinking persists.

Another one mentioned that "Children with disabilities remain hidden away in huts, believing that God made them disabled and that they bring dishonour to their families." One teacher from Addis Zemen said that: "... some children with disabilities are victims of tradition" or an implementing partner mentioned that: "... because of attitudes children with disabilities are hidden at the backyard of the house so no one can see them" or a member from the SMC at Ethiopia Tikdem put it like that: "parents feel ashamed of their children and don't bring them to school, because it is a punishment from god.". The participants from the FGD at Raas Desta also mentioned that a belief persists that children with disabilities are not able to learn anyway, as also reflected in the inclusive education strategy of Ethiopia (Federal Democratic Republic of Ethiopia, 2012), which mentions that the public at large still has negative attitudes towards children with disabilities that lead parents and guardians not to enrol them in school. On the other hand, the informants from the FGD at Raas Desta also reported that where children with disabilities show progress, this leads to positive role models and greater enrolment of children with disabilities. According to some informants, attitudes by learners and teachers seem to change alongside awareness-raising activities, such as teacher trainings, mini-media (like loudspeaker announcements during breaks or leaflets), or awareness activities during flag ceremonies. The overwhelming majority of interviewees expressed concerns about the general attitudes of mainstream teachers towards children with disabilities and their enrolment in class: teachers lack commitment, their skills are insufficient, they have problems identifying the children with disabilities, and most of all they do not want children with disabilities in class and see them as disruptive. Only one out of the three resource centres visited reported that all teachers treat children with disabilities with utmost respect.

Changing attitudes and awareness-raising activities go hand-in-hand (Ahmed et al., 2018, March 25-28 ; Campbell et al., 2003; Edwards & Lindsay, 2013). Within Light for the World's inclusive education programme in Ethiopia, awareness raising is done on different levels of society, by the partner themselves and by the schools. Table 18 below outlines the awareness-raising activities done by implementing partners (n=11) over the last six month.

**Table 18***Attitude Change Activities among Different Stakeholders over the Last Six months*

	Frequency		Never		1–4		5–9		10–19		20+	
	n	%	n	%	n	%	n	%	n	%	n	%
Attitude change among teachers and administrators	0	0.00	4	36.36	2	18.18	3	27.27	2	18.18		
Attitude change among parents and communities	1	18.18	3	27.27	2	18.18	1	18.18	4	36.36		
Attitude change among peers and other students	1	18.18	4	36.36	1	18.18	2	18.18	3	27.27		
Attitude change among local decision-makers	1	18.18	4	36.36	3	27.27	2	18.18	1	18.18		

Nearly all partners are involved in attitude change and awareness-raising activities. All participants surfaced the view that this is a critical step to success, as is reflected in Ethiopia’s roadmap for inclusive education, which identifies attitudes as one of the biggest barriers to inclusive education (Federal Democratic Republic of Ethiopia, 2017b).

Table 19 below indicates different awareness-raising strategies for school enrolment mentioned by interviewed participants either from schools and/or partners.

**Table 19***Awareness-Raising Strategies for School Enrolment*

Awareness Raising Strategies	Number of times strategies cited by an informant/Partner	
	Informants from Schools (n=22)	Informant from partner (n=5)
Parent-teacher meetings	3	
Mini-media at school (e.g. announcement via loudspeaker during flag ceremonies or breaks, etc.)	3	2
Radio spots		3
Regular parent-teacher meetings	5	1
Trough parent-teacher committee	1	
CBR		2
Coffee ceremony in schools and communities (present role models, speech by parents or professionals, etc.)	4	2
Awareness raising campaigns in the communities through banner, megaphones, etc.	3	
Disability Clubs (all children are members, sport activities, literature, etc.)	7	1
Celebrating International disability day	3	
Working with government structures		2
Working with religious leaders	1	
Advertising in newspapers, leaflets, brochures, etc.	3	

Interviewees offered some negative comments about the sustainable financing of these awareness-raising activities. Some felt that children with disabilities are not coming to school because there are no CBR or awareness-raising programmes in their surroundings, while three mentioned CBR programmes as greatest facilitators of enrolment when present. Commitments and collaborations with different stakeholders, including the government, schools, disabled people organizations (DPOs), and associations, were mentioned by the

majority of interviewees as a strength of their awareness-raising campaigns. The participants from the FGD at Raas Desta expressed concerns about the success of awareness-raising campaigns as long as kebele (sub-quarter) and religious leaders are not interested, because they then reach out to household leaders.

One interviewee argued that because intellectually disabled students are not very active in reading and numeracy, it is better to engage them in vocational skill training and to do the same with older children with disabilities. This matches the government's roadmap (Federal Democratic Republic of Ethiopia, 2017b) but not the general understanding of inclusive education as discussed in the literature review above (Light for the World, 2019, March 25; UNICEF, 2012; United Nations Human Rights Office of the high Commissioner, 2016, September 1; World Health Organisation, 2011).

Overall, the quality of and satisfaction with the awareness-raising activities seems to be very high. Together, these results provide important insights into the awareness-raising strategies of Light for the World's partners and schools in Ethiopia.

#### *3.4.4. Strategy: Enabling Environment (Networking and Collaboration, Management Capacity at the School Level)*

This evaluation only partly covers this strategy, as it did not evaluate advocacy on a national level to change policy towards an inclusive system. Nevertheless, initiatives taken towards an enabling environment according to this strategy as listed above were part of the online survey. Table 20 below presents the enabling activities undertaken by Light for the World's partners (n=11) over the last six months.

**Table 20***Enabling Environment Activities over the Last Six Months*

	Frequency		Never		1–4		5–9		10–19		20+	
	n	%	n	%	n	%	n	%	n	%	n	%
Laws and policies (e.g., constitutional provisions, international conventions)	6	54.54	4	36.36	1	18.18	0	0.00	0	0.00	0	0.00
Data and evidence (e.g., education management information system and other databases)	3	27.27	6	54.54	1	18.18	1	18.18	0	0.00	0	0.00
Leadership and management (e.g., management capacity at central, sub-national levels)	3	27.27	6	54.54	1	18.18	1	18.18	0	0.00	0	0.00

As the table above shows, not much advocacy was undertaken within the last six months, as further reflected in interviews with partners, which mentioned that advocacy activities had been until recently forbidden by the Ethiopian government.

*Networking and Collaboration on the School Level*

Schools need clarity on who is doing what to support inclusive education schools. As two special education teachers from Ethiopia Tikdem put it: “For the whole school community and teachers there need to be clarity on the areas and partners supporting them. We need more clarities on roles and responsibilities.”. Further voices from teachers from Hawassa Haik and Addis Zemen were heard in interviews that coordination is weak among stakeholders, service providers, and NGOs.

*Management Capacity at the School Level*

At all three sampled resource centre schools, the teachers interviewed expressed that school management committees and principals are very supportive towards inclusive education. Most interviewees remarked that more supervision or support from partners is needed. The teachers from the FGD at the satellite school did not mention such a support but stated that parents and teachers are the driver of the disability inclusive actions. Further

they mentioned that resource centres are also needed at satellite schools. One teacher at Ethiopia Tikdem argued that institutionalizing tutorial classes would support children both with and without disabilities.

Taken together, these results suggest that more and better networking and collaboration is needed among schools and supporting partners.

### *3.5. Results of Service Utilization*

**Evaluation Question Three.** To what extent are schools and teachers making use of quality inclusive education materials, resources, and services, including a consideration of both initial and continued use?

#### *Use of Trained Skills by Teachers*

Three of the ten interviewed teachers said that the training changed their attitude and they are using the new skills that they have acquired, whereas two others said that they do not feel prepared to teach in inclusive education classes after the training and that they do not use what they learned. All of the ten teachers we spoke to mentioned that regular training for all teachers is needed to enable continuous use of the inclusive education teaching skills. In general, many fewer mainstream teachers were trained in the observed schools; as mentioned above, special education teachers received most of the trainings. Three teachers from Ethiopia Tikdem indicated that an external threat seems to be that a lot of trained teachers are referred or leave the schools once they have been trained.

#### *Use of Provided Material*

Observation of the four schools showed that inclusive education material is exclusively used in special education units or in resource centres that serve as special education units. Sometimes, the available material is not used at all or not relevant for the context in school, such as braille books that no one can read at a school with no blind children, even as other material is missing. In the satellite school, the material is locked in a very dusty storeroom, and some teachers were not aware of its existence. A commonality in all observed classes was that no materials were used during lessons in the mainstream classes. Half of the interviewees stated that training on how to use inclusive education material is needed,

because teachers do not know what to do with it. One teacher said that it is not common in Ethiopian teaching methodologies to use materials during class, so awareness-raising activities should accompany the supply of material.

### *Use of Services*

Interviewed school staff of the three schools near Hawassa centre reported that the rehabilitation services of Light for the World`s partner, Cheshire Services Ethiopia (CSE)-Hawassa are used by children with disabilities, and that children with disabilities are referred to these facilities. Although, the support in the visited schools is very limited as reported above. All interviewees from the FGD in the rural school, which the partner supported more intensively, reported that all services provided by the partner are highly appreciated and used regularly, although the support is inconsistent, which would be needed for sustainable use.

Taken together, these results suggest that more teacher training is needed not only on pedagogy but also on the usage of material and that the support needs to be regularly.

### *Reach*

To explore the reach of the programme in terms of its target population, the survey included questions on beneficiaries. One question concerned the targeted age group and a second question types of disabilities they are supporting with their services. Table 21 and Table 22 below illustrates the results of these two questions.

**Table 21***Targeted Beneficiaries by Age Group and Geography*

Partner (n=11) work with or targets this Group	Yes	No
Children (0–4 years)	7	4
Children (5–9 years)	10	1
Children (10–15 years)	10	1
Young adults (16–24 years)	8	3
Adults (25–59 years)	7	4
Seniors (aged 60 years+)	3	8
Children that are out of school	7	4

As Table 21 above shows, the main focus is on children with disabilities aged from 5 to 24 years, but all age groups in general are served by their programmes except elder people with disabilities. Interestingly, four partners are not working with children that are out of school

**Table 22***Targeted Beneficiaries by Type of Disability*

Partner works with or targets this Group	Yes	No
Blind	9	2
Partially sighted	9	2
Deaf	11	0
Hard of hearing	11	0
Deaf and blind	9	2
Physically impaired (missing limb, clubfoot, spinal cord injury, Spina Bifida, etc.)	9	2
Cerebral palsy	8	3
Intellectual disability (e.g. microcephalus, Down Syndrome, etc.)	9	2
Autism	6	5
Persons with mental health issues (schizophrenia, depression, post-traumatic stress disorder, etc.)	6	5
Epilepsy and nodding disease	8	3
People with more than one disability	9	2

From Table 22, it is apparent that not all partners work with every kind of disability. Some types of disabilities, such as autism or mental health issues, are more rarely supported by the partners.

Table 23a and 23b presents an analyse of the data from both terms of the 2018/19 school year based on the school monitoring instrument.

**Table 23a**

*Students Enrolled in Both Semesters of the 2018/19 Year*

Indicator	First semester 2018/2019		Second semester 2018/2019	
	n	%	n	%
Number of schools	52		71	
Total number of students enrolled in schools in the project areas	90,97		125,465	
Overall number of students with disabilities enrolled in schools	1,766	1.94	2,231	1.78
thereof				
Male	937	52.1	1,150	51.55
Female	829	47.9	1,081	48.45

**Table 23b**

*Students with disabilities Enrolled in Special Units vs. in Regular Classes in both Semesters of the 2018/19 Year*

	First semester 2018/2019		Second semester 2018/2019	
	n	%	n	%
Special Unit Class	279	15.8	290	13
Regular Class	1,487	84.2	1,941	87

Table 23 a and b above compares the enrolment of children with disabilities in the two semesters of the 2018/19 school year. Table 23a shows the number of supported schools and students enrolled, which increased by around one-third from 52 to 71 schools and 1,766 to 2,231 students with disabilities enrolled between the two terms. Over the two terms,

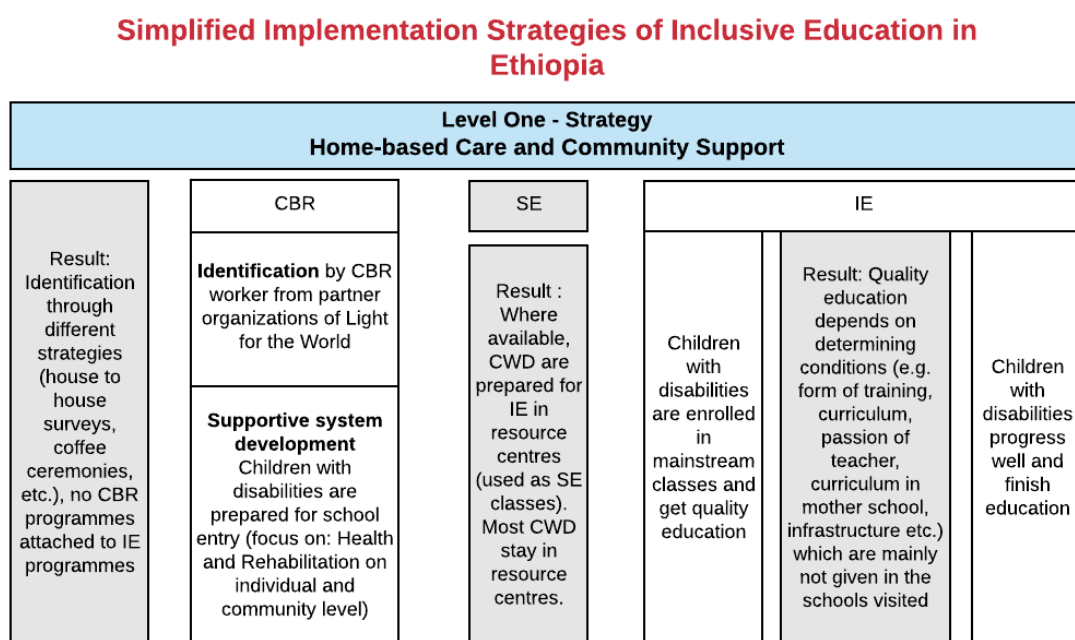
between 84% and 87% of all enrolled children were in inclusive settings in the schools, and only between 16% to 13 % are in special education units. Taking into account that around 17.6% of Ethiopia’s population is living with some form of disability (World Health Organisation & World Bank, 2011), and assuming that this proportion also holds for children with disabilities, children with disabilities enrolment in the programme area is not even 2%. Additionally, bearing in mind that the monitoring data does not always reflect the reality on the ground, as observed during the school visits, this percentage might even be less.

### 3.6. Assessment of Overall Service Delivery and Utilization Strategy

The figure shows a simplified inclusive education implementation strategy for Light for the World versus the results of the evaluation.

**Figure 14**

*Simplified Implementation Strategies of inclusive education in Ethiopia, Part 1*



The white boxes in the first half of the figure show Light for the World's strategy for school enrolment through CBR in very simplified form. In this strategy, children with disabilities are identified in their homes through CBR workers and individually prepared for school enrolment. The child is at the centre of all activities. According to the interviewees, children with disabilities are identified in communities through different strategies, shown in the grey boxes. In none of the observed schools were CBR programmes connected to the inclusive education programme. When asked about CBR, one participant strongly recommended combining these two approaches. Two schools reported house-to-house surveys from other organizations as a strategy for identification and enrolment. Several other strategies, such as awareness-raising activities by the schools themselves, were mentioned in the interviews (see above).

Table 24 below provides information on activities for people with disabilities of Light for the World's partners (n=7) in addition to inclusive education services.

**Table 24**

*Activities for People with Disabilities of Light for the World's partners*

Involvement in Activity	Yes	No
Identify persons with disabilities that need health/rehabilitation services	6	1
Provide clinical rehabilitation services	3	4
Provide home-based rehabilitation and therapeutic interventions	6	1
Screen and refer for health or clinical rehabilitation services	5	2
Provide physiotherapy	4	3
Provide speech and language therapy	1	6
Provide psychosocial support	5	2
Provide assistive devices	7	0
Maintain assistive devices	6	1
Train in use of assistive devices	6	1
Promote rehabilitation services to families and communities	7	0
Advocate for service providers (e.g., health facilities) to deliver high-quality services	7	0
Provide early childhood development services (e.g., first 1,000 days)	3	4

Only seven partners responded to this question. As the table above shows, all reported some activities in CBR. The results from the survey do not provide information regarding whether these activities took place in the same communities as the inclusive education programmes and supported schools. But, as already mentioned above the interviewees in

all four schools we visited said, that no CBR programme is attached to their inclusive education programme.

The following non-exhaustive list of facilitators of and barriers to enrolment was compiled from reports by different participants.

**Table 25**

*Facilitators of and Barriers to School Enrolment of Children with Disabilities*

Facilitator of school enrolment	Number of times strategies cited by an informant
Committed schools and teachers	3
Awareness in community through different campaigns, like coffee ceremonies	3
Community CBR programme or house to house visits from different groups (like women association)	6
Vocational training possibilities in school	4
Fee for transport	3
Free breakfast	3
Success stories and role models	4
<b>Barriers to school enrolment:</b>	
Lacking awareness or wrong attitudes about children with disabilities	5
Lacking transportation	1
School unprepared for enrolment, whether through a lack of appropriate infrastructure and/or insufficient numbers of trained teachers	5
Lack of sustainable financial resources	5
Geographic accessibility to resource centres, which means young people with disabilities have to leave their homes and come to school without their families and support networks	3

Disability inclusion community programmes, like CBR or house to house visits, as well as vocational training facilities and success stories seems to be great facilitators in school enrolment. Talking about this issue the principal of Raas Desta said: “If we create a good inclusive education system at school level, we can attract children with disabilities to come and change their lives. In addition, if we are successful more are coming and there is some sort of change and progress seen in the community.”.

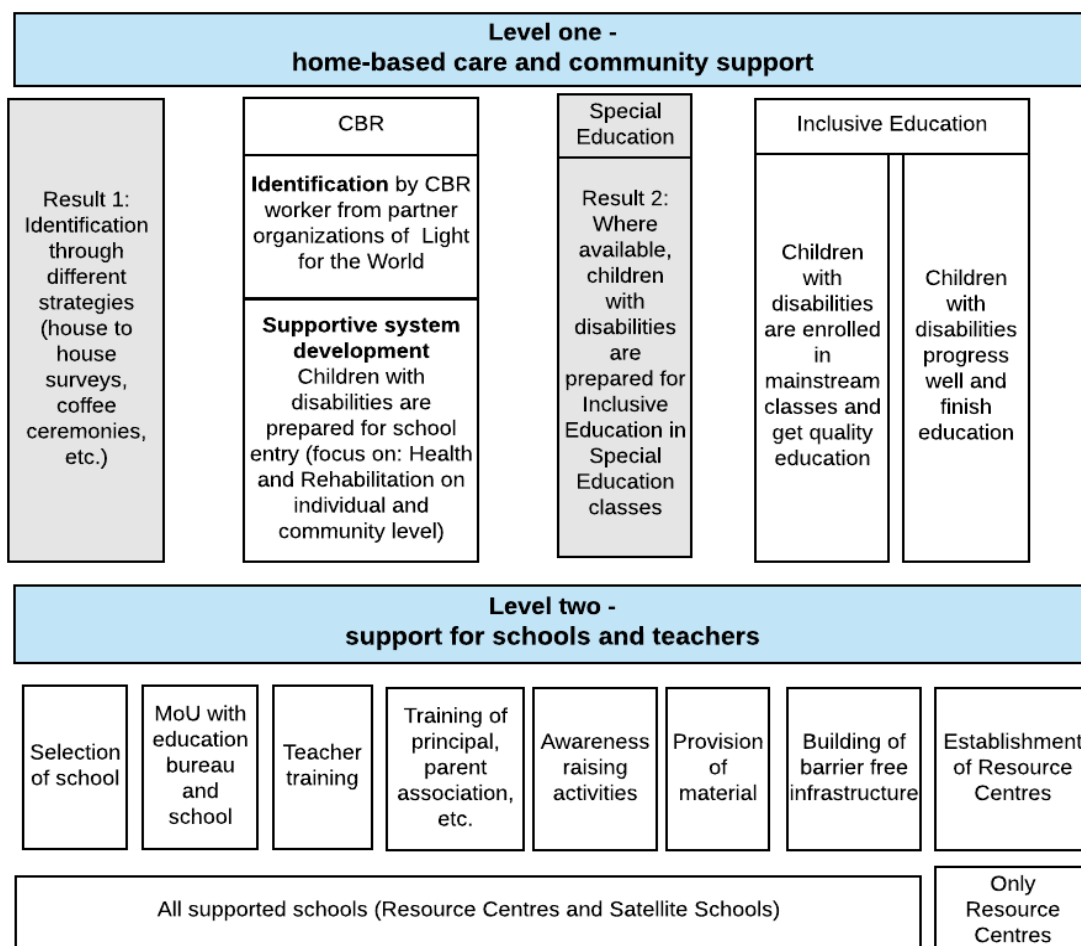
A major difference in inclusive education strategies appeared when analysing data on the three schools with resource centres compared to Light for the World’s strategy. All use the resource centres as special education classrooms; before they include children with disabilities in mainstream classes (very rarely they do), they work with these students there to prepare them for enrolment. Most interviewees said this strategy works very well, yet Light for the World’s strategy does not include this intermediate step. Because most schools in Ethiopia do not have such resource centres or special education classes, it is critical to combine CBR with inclusive education and not rely on special education classes.

Another main difference between government strategy on the one hand, and what is aspired to in terms of Light for the World’s implementation strategy, is that in Ethiopia only disabled children without severe disabilities are deemed eligible to be enrolled in mainstream classes (Federal Democratic Republic of Ethiopia, 2017b). This conflicts with the right to education for all (Department of Economic and Social Affairs Disability, 2006, Art. 24) and Light for the World’s attitude towards an inclusive school system. In Hawassa Haik, some students are enrolled part time in special education classes and part time in mainstream classes. This school also offers support by special education teachers to prepare the class setting and the curriculum for these students. At all schools with resource centres, interviewees commonly stated that, when children with disabilities come in for the first time, they are enrolled in special education classes (resource centres used as special education classes). After identification processes, they either go straight to mainstream classes, mainly if they are physical impaired, or stay for a while (or for the whole school enrolment) in special education classes. Some are included in vocational training classes, if available. Again, this differs over Light for the World’s strategy, where children with disabilities should be prepared for school enrolment into mainstream schools by CBR worker.

**Figure 15**

*Simplified Implementation Strategies of inclusive education in Ethiopia, Part 2*

### Simplified Implementation Strategies of Inclusive Education in Ethiopia



The second part of Figure 15 shows simplified inclusive education implementation strategy on school and teacher support for Light for the World versus the results of the evaluation. Before enrolment, schools need proper preparation in all areas, including infrastructure adaptation and teacher training. This aligns with Light for the World’s strategy but not with the assessment of these preparations in schools as found by this evaluation. Figure 15 outlined the clearest indications as to the implementation of the second level of Light for the World's inclusive education strategy.

The results in this chapter indicate that inclusive education requires a holistic system with clear structure; motivated and aware community members, government officials, parents, and teachers; and guidance for implementing partners. The next chapter therefore proceeds to discuss the capacity of Light for the World's partners to implement such a system.

### *3.7. Implementing Partner Capacity and Support*

**Evaluation Question 4.** How do partners resource, organize, and staff their inclusive education programmes, and do they provide an adequate platform to deliver inclusive education services to children, teachers, schools, parents, and communities?

**Sub-Question.** To what extent do implementing partners collaborate with other actors and organizations in their catchment areas?

To answer evaluation question four, the survey, document review, and the KIIs with implementing partners staff were analysed.

#### *Networking and Collaboration among implementing partners*

Table 26 provides an overview of the frequency of meetings between Light for the World's partners (n=11) and various stakeholders over the last six months.

**Table 26***Frequency of Meetings between partners and Various Stakeholders over the Last Six Months*

	Frequency	Never	1–4 times	5–9 times	10–19 times	20+ times
Meeting with:	n	n	n	n	n	n
National government stakeholders	2	8	0	1	0	
Provincial/regional government stakeholders	0	7	3	1	0	
Local government stakeholders	1	2	4	2	2	
Early childhood development (ECD) centres (e.g., creche, ECD centre, pre-school)	4	4	2	0	1	
Traditional structures	2	4	2	2	1	
Primary schools	0	3	3	2	3	
Secondary schools	1	6	3	1	0	
Community members broadly	1	2	1	3	4	
Families of people with disabilities	1	1	1	1	7	

Table 26 clearly shows that Light for the World’s partners mostly work with local governments, traditional structures, and families of persons with disabilities. Also, they mostly have regular contact with primary and secondary schools, except for one partner mentioning no contact with schools. Interviewees at the headquarters of both partners asked, mentioned that they cooperate through membership with diverse associations and consortia, such as the CBR forum. One of these, however, noted that sometimes there is duplication, no responsible body coordinates services on the government level.

The principal from one school in Hawassa offered some critical comments on coordination and cooperation with other service providers. The evaluator’s observations confirms these concerns. One participant emphasized that the school needs clarity and clear understanding on who is doing what. In 2019, Light for the World, together with G. Ten International Business S.C, established an inclusive education map of service providers in the disability field from Hawassa (Light for the World & Kassa, 2020). This map should offer a baseline for better cooperation in the future; common planning will be necessary to avoid double or missing services in schools. This also aligns with the inclusive education master plan, which described how the creation of strong networks among schools and other organizations helps

to share responsibility and address the needs of all children (Federal Democratic Republic of Ethiopia, 2017a).

To summarize what emerges from the results reported here, collaboration and networking are crucial parts of a partnership structure. Together, these results provide important insights into the composition of Light for the World’s inclusive education partners and their capacity.

### 3.7.1. Management Structures, M&E and Finance

This section concerns answers from the survey and KIIs with implementing partners related to the strategic and operational planning processes as well as to M&E structures and finances of the implementing organizations.

**Table 27**

*Management Plans and Strategies of Implementing Partners*

	n (11)	
	Yes	No
Different Plans and Strategies in place		
A strategic plan and mission statement that covers disability and eye health	10	1
Annual targets and goals related to disability and eye health	10	1
An operational plan outlining how to achieve the goals	9	1
An advocacy strategy covering disability and eye health	5	5
Was the strategic plan developed in collaboration with other organizations?	8	2
Does the organization have a policy on managing disability in the workplace?	2	8
Is the policy on managing disability in the workplace implemented consistently?	8	

As shown in Table 27, nearly all partners have clear management structures, such as strategic plans and related goals. A minority have a policy on managing disability in the

workplace. This aligns with statements from the interviews, with all interviewees describing themselves as well-organized and -managed organizations. Only half of respondents to the survey reported having an advocacy strategy; as one interviewee mentioned, advocacy was denied and forbidden for a long time in Ethiopia. Capacity-building on advocacy should be a future priority.

As reported in the survey ten of the 11 partners have a M&E plan in place that includes indicators and a plan for data collection. Nine also have data analysis and data reporting in place. Still, the majority of interviewed partners asked for more support from Light for the World for M&E.

All partners reported having organizational budgeting, financial auditing, and the infrastructure and equipment necessary for daily work (e.g., office space, IT). One partner, however, mentioned that they do not have sufficient funding for quality inclusive education in schools and are only able to provide minor support (for example, they built ramps at one school, but because the compound is full of grass, children with disabilities cannot reach the ramps).

### 3.7.2. *Light for the World's Support to Implementing Partners*

#### *Financial Support*

Table 28 below outlines the financial support and budget for inclusive education in Ethiopia over the past four years.

**Table 28**

*OCFA Ethiopia, Budget vs. Actual (2015–2019)*

	Budget plan	Actual expenses	
2015	€ 77,673.94	€ 68,056.00	
2016	€ 1,166,101.71	€ 501,236.80	
2017	€ 1,368,848.61	€ 555,689.00	
2018	€ 1,622,894.52	€ 527,660.65	
2019	€ 680,339.11	€ 415,818.94	(preliminary figure)
Total	€ 4,915,857.89	€ 2,068,461.39	

Less budget was spent than planned, which, according to the programme manager, is because not enough money was raised. The programme was planned with the assumption that Light for the World could raise €5 million within five years. According to Hansen (2011), budgeting and forecasting are critical components of successful strategies. Breaking this down to the financing of partner projects and their financial agreements with Light for the World, financial support signed with the contracts were paid within the bounds of those agreements. But when asked about their satisfaction with the financial resources they received from Light for the World to support their work, nearly half of partners (five out of 11) rated it between poor and average, and only two described the financial support as very good.

Table 29 below outlines the proportion of partners' budgets funded by Light for the World since 2016 (n=11).

**Table 29**

*Proportion of Budget from Partners received from Light for the World*

Proportion	n	%
0–25%	4	36.4
26–50%	1	9.1
76–100%	4	36.4
Don't know	2	18.2

Notably, for four partners, Light for the World is their major donor, funding more than 76% of their budget, while for the other four, Light for the World is a minor partner, funding just 0–25% of their budget.

#### *Other Support*

Table 30 shows the frequency of and satisfaction with the support to partners (n=11) provided by Light for the World, taken from the survey.

**Table 30***Frequency of and Satisfaction with Light for the World's Support to Partners since 2016*

Form of support:	Frequency of Support n (11)					Satisfaction with Support n (11)				
	Never	1–4 times	5–9 times	10–19 times	20+ times	Very Poor	Poor	Aver- age	Good	Very Good
Training in disability awareness	2	4	2	3	0			1	4	4
Training in skills to work with people with disabilities	3	3	3	1	1			2	4	2
Technical support on particular agenda activities	1	4	3	3	0		1	2	2	5
Facilitating learning exchanges between organizations or countries	3	6	1	1	0	1	1	2	2	2

Some training is never received, and other forms of training are delivered very often (between ten and 19 times). Most training was rated between good and very good in terms of satisfaction. Taking data from the interviews into account, all implementing partners interviewed asked for more training as well as opportunities to meet and share experiences with other implementing partners. A common request was also for more technical support and capacity-building for their organizations, including on advocacy activities and M&E. They suggest that Light for the World focus on a sustainable implementation approach, building the capacity of implementing partners by establishing strategic partnerships.

#### *Cooperation between Light for the World and their partner*

In all cases, interviewees reported good cooperation and relationships between them and Light for the World. One interviewee mentioned that Light for the World's Ethiopia country office needs more independence and flexibility in adjusting its strategies and less steering

from Light for the World International. There were some negative comments about overhead activities, like collecting data for different monitoring tools, which were not budgeted for nor properly trained. One partner mentioned that extended programme periods (minimum four years) would support high-quality implementation, while another substantiate this when stated that behavioural change and increasing school enrolment requires proper long-term planning.

## CHAPTER FOUR: DISCUSSION

The following chapter discusses the implications of the results, again clustered in the three programme-implementation domains described by Rossi H. et al., (2018): service delivery, service utilization, and organizational capacity. The last section of the chapter presents recommendations for improvements.

Prior studies that have noted the importance of inclusive education in developing countries are discussing different implementing strategies, (see also. Ahmmed & Mullick, 2014; Coe, 2013; Engelbrecht & Savolainen, 2018; Hameed & Manzoor, 2019; Loreman et al., 2010; Pinnock, 2008). An implementation evaluation assesses if the programme was implemented as intended (Rossi H. et al., 2018). This study assessed the implementation of an inclusive education programme in Ethiopia, led by Light for the World and implemented in Ethiopia by 14 partner organizations.

Overall, the service delivery standards observed in this evaluation were at a level far below the ambitious international standards for quality inclusive education in schools (Global Partnership for Education, 2018, 2019; UNICEF, 2019, September 13; United Nations, 1994, June 7-10). This is perhaps because the inclusive education initiative of Light for the World started just five years ago alongside its country strategy in Ethiopia (Light for the World, 2016) and Ethiopia's national master plan for inclusive education has only existed for two years (Federal Democratic Republic of Ethiopia, 2017b).

### 4.1. *Service Delivery*

The first question in this study sought to determine the service delivery *modus operandi* of Light for the World's inclusive education partners in Ethiopia. In reviewing the project descriptions and reports of the 14 implementing partners of inclusive education projects in Ethiopia it became evident that the programme has no clear service delivery plan. However, the findings of the current evaluation support the findings of this document review and suggests some strategies moving forward.

#### *Discussing the Implementation Facilitators*

Implementing partners were closely cooperating with government bodies, and their work is aligned with the government's master plan (Federal Democratic Republic of Ethiopia,

2017b). This seems to be the biggest facilitator supporting an inclusive school system in Ethiopia.

Perhaps the most compelling finding is that schools need to have structured plans after conducting a baseline assessment of accessibility in terms of infrastructure, teacher training, and awareness. Such plans would increase the quality of inclusive education in these schools. Light for the World could support its partners to create an appropriate tool for developing structured plans, following international standards adapted to the Ethiopian context. Guidelines and support are reported and established by different international organizations, such as UNESCO (2004) or UNenable (2003).

Another important finding is that informants tended to indicate that school clubs, where present, could play a critical role at including children with disabilities in social activities and gaining peer acceptance. This evaluation also found, in agreement with the literature, that informants tended to feel that awareness-raising activities for all learners and teachers in a school and across the community were an effective strategy to ensuring higher enrolment of children with disabilities. Indeed, a systemic review of 42 articles on awareness-raising activities and attitude change in the disability field showed an improvement in attitudes towards disability after awareness-raising activities (Edwards & Lindsay, 2013). Religious and community leaders play a critical role in this regard as transmitters.

#### *Discussing Barriers to Implementation*

One unanticipated finding was that not many mainstream teachers were trained in inclusive education, at least in the school we visited. This was because Light for the World's partner in Hawassa had a weak selection procedure and most teachers who received in-service training were special education teachers anyway. Also, there was no plan for in-service trainings in terms of what is needed for whom. Selecting special education teachers for identification and awareness training might not upskill them; short courses in sign-language and braille might not make sense unless the teachers are already somewhat trained in these topics. These results were discouraging and suggest that a clear and transparent selection procedure is needed. Training should be offered on a regular basis, as once-off training appears to be neither affecting inclusive education teaching practice, nor raising teachers' awareness. While these findings cannot be extrapolated to all partners, it can nevertheless be suggested that all mainstream teachers in an inclusive education setting be trained

regularly with an appropriate curriculum. While special education teacher often selects trainings for inclusive education teacher trainings voluntarily, mainstream teacher are often only passive recipients of trainings. Bringing this in relation to teacher agency, which can be understood as “not something that people can have – as a property, capacity or competence – but something that people do” (Biesta et al., 2015, p. 626) or as Priestley et al. (2015, p. 7) states it “something that occurs or is achieved within continually shifting contexts over time”, it can be assumed that teachers agency, which is influenced by experience from the past, could promote the content of inclusive education in the future (Priestley et al., 2015). Another important finding was that mainstream teachers have no screening and assessment tools for the early identification of mild learning difficulties available, and mainstream teachers seem unaware of such difficulties or how to support children with such difficulties. This is especially problematic, as not all children with disabilities are transferred from CBR programmes, where proper identification and screening by a qualified CBR partner has usually taken place. In general, therefore, it seems that strategic and regular screenings with simple tools like one for vision acuity (peekvision, 2020, March 12) or the Washington Group Questions (2016) could greatly support early identification in schools. Such screenings could be done during school enrolment by trained teachers in schools.

There were also troubling results for barrier-free infrastructure in schools. Often ramps, especially, do not meet international standards. Frequently no accessible toilet was available, and school classrooms are not barrier-free, with, for example, too many chairs and tables. Again, a strategic development plan for each supported school could greatly assist Light for the World in making strategic, targeted investments to help meet this challenge. Light for the World should develop standardised service delivery plans and support the implementing partner with a needs-assessment when starting a new school cooperation. And ensure long-term commitments and regular support from service providers, to provide sustainable and high-quality inclusive education.

Concerning adapted curricula for children with disabilities, no teacher had adapted the curriculum according the needs of learners in their class. According to the literature, an inclusive setting in mainstream classes needs accompanying structural changes, including, for example adapted curriculum (Global Partnership for Education, 2019). The curriculum must reflect the needs of children with disabilities (United Nations, 2016b). The results of

this evaluation indicate that the evaluated schools are not prepared for a quality inclusive education, which leads to the validation of prejudices that children with disabilities are unable to learn.

Consistent with the study from the Ethiopian Ministry of Education (2017a), this evaluation also found that most of the community and most school teachers still had negative attitudes towards the ability of children with disabilities to integrate into mainstream school and participate fully in educational activities. However, awareness-raising campaigns were indicated by partners to be an effective strategy to developing more positive attitudes. A similar finding was reported by Krahé and Altwasser (2006), who measured the attitude change of 70 ninth-grade students in a pre-post-test setting, by including three conditions: a cognitive intervention, a cognitive and behavioural intervention and a no-intervention control and found that changing attitudes through combined cognitive-behavioural intervention let to greater attitude change.

Summarizing the evaluation of service delivery, clear structures, and guidelines as well as service delivery plans per school are needed to improve the quality of inclusive education in Ethiopian schools.

#### *4.2. Service Utilization*

The programme must be organized in such a way that the appropriate services are first provided to the beneficiaries (service delivery) and, second, that the target population engages by completing the services (service utilization) (Rossi H. et al., 2018). One of the aims of this evaluation was to assess whether the services provided are used as intended.

##### *Discussing the Facilitators of Utilization*

I found that special education teachers primarily benefited from the in-service trainings, perhaps because mostly special education teachers have been trained in inclusive education, with sufficient pre-knowledge and positive attitude towards inclusive education to benefit from the trainings. But, not only inclusive education skills but also the provided material is exclusively used by special education teachers.

Perhaps the most important finding was that if schools are properly prepared for inclusive education in terms of their infrastructure and personnel, this can be a strong facilitator in enrolling children with disabilities. In general, therefore, it seems that if the parents of

children with disabilities see that their children are able to learn, this encourages them to send their children to school.

### *Discussing Barriers to Utilization*

The most important finding was that in-service training on sign language or braille for mainstream teacher does not provide these teachers with the appropriate skills to teach deaf or blind children, and they do not tend to put into practice the skills that they have been taught. Another finding was that inclusive education material was not used in inclusive settings. Ahmmed, and Mulick (2014) found that the length of training influences the teachers level of concern about inclusive education and are highly associated with the efficiency to implement inclusive education. Teacher trainings on inclusive education may also reduce concerns about educating children with disabilities (Carew et al., 2019). This leads to the suggestion that in-service trainings for mainstream teachers are important, should be regularly and focus on awareness-raising, identification, usage of material, and general teaching skills for children with disabilities.

An interesting result was that not all partners are serving all types of disability. Some definitions and goals from the literature state that inclusive education means getting all children to school and learning (UNICEF, 2020, March 19), the right to education for all children (United Nations, 1989), or that all girls and boys complete quality primary and secondary education (United Nations, 2019, September 20). Their commonality is “all” children; Light for the World’s partners should not exclude any type of disability from their target groups. Reach and bias are related, according to Rossi and Freeman (2018); bias is the degree to which some intended beneficiaries are more or less covered. This evaluation found that such a bias could result from differing awareness-raising activities in the communities of partners and schools. Likely, combining CBR and inclusive education will minimize this bias.

Summarizing the discussion on the two chapters above, service delivery and utilization, regarding who has access and who does not and what mechanisms are in place to improve service utilization include:

- In satellite schools, not all children with disabilities have access to education.

- In resource centres, all children with disabilities have access to education, but they mainly access special education classes; children with disabilities are not transferred to inclusive education classes.
- Furthermore, the most important facilitators for a quality inclusive education system include:
  - awareness-raising activities,
  - preparation of barrier-free and welcoming school environments for children with disabilities, and
  - CBR.

To close this discussion, as the principal from Raas Desta school stated, “If we create a welcoming system at the school level for children with disabilities, then we can attract children with disabilities to come and change their lives. This brings more children with disabilities into school, and this cycle can change lives.”

#### *4.3. Overall Strategy for Inclusive Education*

The evaluation also examined whether Light for the World’s inclusive education strategy is implemented as intended. Implementation fidelity is what moderates between a programme’s interventions and the intended outcomes (Carroll et al., 2007).

##### *Discussing Facilitators of the Strategy*

Another question within this evaluation was how the implementation system Light for the World suggested is working. The opinion of the majority of interviewees indicate that house-to-house surveys (as part of a general CBR approach) strongly facilitate enrolment. Surprisingly, no community-based rehabilitation service was available in the communities around the observed schools. According to the WHO, a key activity in a CBR programme is inclusive education (Khasnabis et al., 2010).

This evaluation indicated that, according to informants, the work that was done in special education classes to prepare children with disabilities with basic reading and writing skills to enter mainstream classes was generally working well, but not all children in the special education classes are ultimately incorporated into mainstream classes. As outlined above special education classes are not the same as resource centres.

Resource centres are:

- Support centres offering support from specialised staff to mainstream teachers in the resource centres school as well as in satellite schools
- Provide material for inclusive education
- Provide knowledge and expertise and
- Support the establishment of an inclusive school environment (Ethiopian Federal Ministry of Education, 2015).

Special education classes conversely refer to special classes where children with disabilities are educated separated from mainstream classes (Ethiopian Federal Ministry of Education, 2015). However, this evaluation found that most of the children with disabilities stay in the special education classes or resource centres used as such and are not transferred to mainstream classes. This observation indicates that only children with disabilities in schools with special education classes, resource centres, or a CBR programme are likely to be adequately prepared for mainstream classes, although it seems that children with disabilities are still not enrolled in mainstream classes. In general, therefore, it can be assumed that this first, intermediate step of special education or resource centres used as such brings greater inclusion, if there is no CBR programme present.

Talking about facilitators for enrolment, not surprisingly, informants indicated that they strongly felt that awareness-raising activities were very effective in supporting the enrolment of children with disabilities, which is also a key strategy of Light for the World. Finally, the evaluation indicated that role model schools and success stories are facilitators of a quality inclusive education system. More surprisingly, vocational training facilities seem to facilitate the enrolment of children with disabilities, which could counter the problem of having too-old children in mainstream classes.

### *Discussing Barriers to the Strategy*

Perhaps most disturbingly, no CBR programmes were found in the communities where the resource centres had been established. This rather unexpected result could be because partners had worked for a long time with CBR, but just recently started with inclusive education programmes. When inclusive education was included, just five years ago, schools were selected for resource centres together with the education office and it seems that the

selection process was not combined with the CBR programmes of the partners. This combination of the two programmes, CBR and inclusive education, should therefore be monitored more closely.

Another gap in Light for the World's strategy and the observation was that transportation for children with disabilities was mentioned as a possible facilitator for school enrolment but Light for the World's strategy is, that no support for transportation of children with disabilities to school will be provided, as this should be the duty of the community. The evaluation found that transport fees for children with disabilities seem to offer a positive impetus for parents to send their children with disabilities to school.

The biggest single observed difference between Light for the World's strategy, the literature on inclusive education, and Ethiopia's inclusive education strategy (Federal Democratic Republic of Ethiopia, 2017b) is definitely the practice that only children without severe disabilities be enrolled in mainstream classes. These differences may be partly explained by the reality in Ethiopia, where inclusive education was just recently introduced and mainstream schools are not yet prepared for inclusion.

#### *4.4. Organizational Planning, Partner Capacity, and Support*

The fourth and final question within this evaluation concerned the organizational capacity of Light for the World's implementing partners. Organizational plans must include functions that provide these services with sufficient quality (Rossi H. et al., 2018).

Light for the World implements their inclusive education programme in Ethiopia through 14 implementing partners, as previously described. Light for the World Ethiopia is steering the programme, which is embedded in an internal five-year country strategy. Light for the World's partner organisations propose single projects to Light for the World Ethiopia and if successful, they get usually three-year contracts. Nevertheless, most partners work much longer with Light for the World. The country office gives guidance and monitors the implementation. They work alongside with their partners and capacity building plays a crucial role. Decisions during the implementation of the projects are made in a participatory manner, taking monitoring and evaluation data into account. This evaluation showed that the staff of the 14 implementing partners have experience working with people with disabilities and that most also work in CBR. Light for the World clearly has a good combination of experienced partners. One rather interesting finding was that cooperation

among service providers, like with other NGOs, is not working very well. However, initiatives like the Hawassa service provider map in the disability field (Light for the World & Kassa, 2020) can help make better connections, which also aligns with the governmental strategy (Federal Democratic Republic of Ethiopia, 2017b).

In general, there is a lack in the literature whether NGOs are managed well, because a set common performance measures is lacking (Hall, 2017). Still there is some information available in the literature which indicates that local NGOs in developing countries have weak management structures (Walsh & Lenihan, 2006). In contrary this evaluation found that in general the partners seem to be well-managed, with clear visions, implementation structures, financial structures, and auditing and M&E plans. Considering the limitation that these findings were according to a self-report survey. Some indications did suggest that more financial support and capacity-building is needed, especially for advocacy and M&E. However, the evaluation also found two sides to satisfaction with the support Light for the World offers to implementing partners. On the one hand, satisfaction with financial support was rated rather poor; on the other hand, satisfaction with the training provided to the implementing partners themselves was rated rather highly. In other words, not enough financial support is provided. While satisfaction with the received technical support to the partners is rated highly, latent demand for capacity-building is evident.

The most compelling finding is that all implementing partners commonly reported strong cooperation with Light for the World and requested more strategic support. Light for the World should focus in the future on building strategic partnerships in Ethiopia.

In general, it seems that Light for the World's partners resource, organize, and staff their inclusive education programmes in a way that does allow them to provide quality inclusive education programmes.

#### *4.5. High-Level Recommendations*

High-level recommendations derived from the analyses are outlined below.

##### *School Cooperation*

- Begin with a needs-based assessment of each new school

- Design structured development plans, adapted from international to Ethiopian standards, to include teacher training plans, infrastructure adaptation (according to international standards), and strategies to raise enrolment and awareness
- Ensure clear structures are in place among other service providers in schools, such as other NGOs and government bureaus
- Draft and sign clear Memoranda of Understanding with schools and government bodies
- Design clear structure on including children with disabilities from special education classes and resource centres, used as such, in mainstream classes

#### *Teacher Trainings*

- Set clear guidelines on the selection of teachers for teacher trainings
- Regularly and continuously train all mainstream teachers (e.g., identification and awareness, inclusive education teaching skills)
- Focus on awareness-raising, identification, usage of material, and general teaching skills for children with disabilities at in-service trainings for mainstream teachers
- Accompany provided materials with training on their use
- Advocate for initial child screening at school enrolment (include early identification of mild learning difficulties)

#### *Additional Recommendations for Light for the World*

- Develop a service delivery plan for inclusive education programmes with minimum and desired requirements
- Combine CBR and inclusive education in programme regions
- Complete follow-up evaluations, including of schools and partners, of all three programme areas
- Create model schools and regions, accompanied by solid M&E to demonstrate the best practice for inclusive education, and provide a platform for potential impact evaluations in future

#### *Monitoring Tools of Light for the World*

- Include quality criteria in monitoring instruments

- Analyse data embedded in regular programme planning in a structured way
- Thoroughly conduct plausibility checks of regular monitoring instruments to increase the quality of the monitoring data
- Deliver technical capacity training for partners and schools
- Share data and analyses with appropriate stakeholders, like education bureaus and other NGOs working in the same school

#### *Additional Ways to Support Partners*

- Establish strategic partnerships with long-term agreements
- Foster learning exchange

#### *4.6. Limitations*

Given the scope of this dissertation, it was not possible to evaluate all the regions in which Light for the World has worked. Thus, three implementing partners and three schools from one region had to be selected by the programme coordinator, the country representative of Light for the World, and us. This resulted in biased sampling, the three schools identified for the evaluation were not receiving ongoing support from the partner (Cheshire Services Hawassa). To address this an additional school was thus visited (Yrgalem: Raas Desta Primary school) to provide a better example of a well-supported inclusive education site. However, due to time constraints, not as many schools as I would have liked could be chosen. One limitation on instrumentation was that the translation and length of the instruments lead to interviewee fatigue. One translator only came up with one sentence, even when the interviewee talked about two minutes. Regarding compensation and compensatory rivalry there was the bias that for any reason Cheshire Services promised the participants some incentives, in form of money. Thus, all teachers wanted to be interviewed. Only for the fourth school, Raas Desta, this was not the case. Regarding the survey there was scope for response bias, because the respondents were asked to self-report.

As mentioned in the chapter about Light for the World above I have been working for Light for the World, the client of this evaluation. The bias around internal versus external evaluator perspectives may have influenced this study and is explained above.

One limitation of this study is the lack of rigorous evidence in the literature on inclusive education, although useful guidelines exist (Global Partnership for Education, 2019; UNESCO Bangkok & Regional Bureau for Education for Asia and the Pacific, 2004). Hence, it is hard to compare the findings with a functioning inclusive education model. Finally, a follow-up study should include children with disabilities as participants.

## REFERENCES

- 3ie. (2019, July 17). *The international initiative for impact evaluation*.  
<https://www.3ieimpact.org/about-us>
- Ahmed, W., Bath, P. A., Sbaffi, L., & Demartini, G. (2018, March 25-28 ). *Measuring the effect of public health campaigns on twitter: The case of world autism awareness day [Conference Paper]*. 13th International Conference, iConference 2018, Sheffield, UK,
- Ahmmed, M., & Mullick, J. (2014). Implementing inclusive education in primary schools in Bangladesh: Recommended strategies. *Educational Research for Policy and Practice*, 13(2), 167-180. <https://link.springer.com/article/10.1007/s10671-013-9156-2>
- Anastas, J. W. (2012). *Research design for social work and the human services*. Columbia University Press.  
[https://books.google.at/books?hl=de&lr=&id=fPaSGtOUphsC&oi=fnd&pg=PR5&ots=p7OYh65ulm&sig=0ZyX1fPaqH07ZQyJJDTiOvw8i8o&redir\\_esc=y#v=onepage&q&f=false](https://books.google.at/books?hl=de&lr=&id=fPaSGtOUphsC&oi=fnd&pg=PR5&ots=p7OYh65ulm&sig=0ZyX1fPaqH07ZQyJJDTiOvw8i8o&redir_esc=y#v=onepage&q&f=false)
- Ashoka, McKinsey. (2020). *Embracing complexity: Towards a shared understanding of funding systems change*. [Brochure].  
[https://www.ashoka.org/sites/default/files/2020-01/Embracing%20Complexity\\_Full%20Report\\_final.pdf](https://www.ashoka.org/sites/default/files/2020-01/Embracing%20Complexity_Full%20Report_final.pdf)
- Biesta, G., Priestley, M., & Robinson, S. (2015). The role of beliefs in teacher agency. *Teachers and teaching*, 21(6), 624-640.  
<https://www.tandfonline.com/doi/full/10.1080/13540602.2015.1044325>
- Bizfluent. (2019, September 18). *Definition, organising, planning*  
<https://bizfluent.com/about-7239429-definition-organization-planning.html>
- Bohner, G., & Dickel, N. (2011). Attitudes and attitude change. *Annual review of psychology*, 62, 391-417.  
<https://www.annualreviews.org/doi/abs/10.1146/annurev.psych.121208.131609>
- Booth, T., Nes, K., & Strømstad, M. (2003). Developing inclusive teacher education? In T. Booth, K. Nes, & M. Strømstad (Eds.), *Developing inclusive teacher education* (pp. 9-22). Routledge.
- Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. Sage.
- Browne Evie, B. C., William Avis, Dana Blackburn (2015). *Evidence on outcomes of an inclusive societies approach*. <http://gsdrc.org/wp-content/uploads/2015/07/1235-Evidence-on-outcomes-of-an-inclusive-societies-approach.pdf>
- Campbell, J., Gilmore, L., & Cuskelly, M. (2003). Changing student teachers' attitudes towards disability and inclusion. *Journal of Intellectual and Developmental Disability*,

28(4), 369-379.

<https://www.tandfonline.com/doi/abs/10.1080/13668250310001616407>

Carew, M. T., Deluca, M., Groce, N., & Kett, M. (2019). The impact of an inclusive education intervention on teacher preparedness to educate children with disabilities within the Lakes Region of Kenya. *International Journal of Inclusive Education*, 23(3), 229-244.

<https://www.researchgate.net/publication/323072677> The impact of an inclusive education intervention on teacher preparedness to educate children with disabilities within the Lakes Region of Kenya

Carroll, C., Patterson, M., Wood, S., Booth, A., Rick, J., & Balain, S. (2007). A conceptual framework for implementation fidelity. *Implementation science*, 2(1), 40.

<https://link.springer.com/article/10.1186/1748-5908-2-40>

cciTools. (2019, September 12). *Comprehensive Community Initiatives*

[http://www.ccitoolsforfeds.org/systems\\_change.asp](http://www.ccitoolsforfeds.org/systems_change.asp)

Chen, H. T. (2005). *Practical Program Evaluation*. SAGE Publications, Inc.

<https://doi.org/10.4135/9781412985444>

Chilisa, B., & Kawulich, B. (2012). Selecting a research approach: Paradigm, methodology and methods. *C Wagner, B Kawulich, & M Garner, Doing social research: A global context*, 51-61.

Chron. (2019, October 15). *Example of organisational planning*

<https://smallbusiness.chron.com/examples-organizational-planning-13836.html>

Coe, S. (2013). *Outside the circle*. Plan International, [Brochure].

<https://plan-international.org/search/site/Outside%20the%20Circle>

Conley-Tyler, M. (2005). A Fundamental Choice: Internal or External Evaluation? *Evaluation*

*Journal of Australasia*, 4(1-2), 3-11. <https://doi.org/10.1177/1035719x05004001-202>

Creswell, J. W. (2011). Controversies in mixed methods research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (Vol. 4, pp. 269-284).

Creswell, J. W., Klassen, A. C., Plano Clark, V. L., & Smith, K. C. (2011). Best practices for mixed methods research in the health sciences. *Bethesda (Maryland): National Institutes of Health*, 2013, 541-545.

<https://journals.sagepub.com/doi/10.1177/1473325013493540a>

Cristoffel Blindemission. (2019, September 13). *Inklusive Bildung*.

<https://www.cbm.de/unsere-politische-arbeit/inklusive-bildung.html>

Department of Economic and Social Affairs Disability. (2006). *UN convention on the rights of persons with disabilities* United Nations,,.

<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of->

[persons-with-disabilities/convention-on-the-rights-of-persons-with-disabilities-2.html](#).

Edwards, A., & Lindsay, S. (2013). A systematic review of disability awareness interventions for children and youth. *Disability and Rehabilitation*, 35(8), 623-646.

<https://www.tandfonline.com/doi/abs/10.3109/09638288.2012.702850>

Einarsdóttir, J. (2007). Research with children: methodological and ethical challenges.

*European Early Childhood Education Research Journal*, 15(2), 197-211.

<https://doi.org/10.1080/13502930701321477>

Engelbrecht, P., & Savolainen, H. (2018). A mixed-methods approach to developing an understanding of teachers' attitudes and their enactment of inclusive education.

*European Journal of Special Needs Education*, 33(5), 660-676.

Ethiopian Federal Ministry of Education. (2015). *Guideline for establishing and managing inclusive education resource/support centers*

[https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/ethiopia\\_guideline\\_for\\_establishing\\_and\\_managing\\_inclusive\\_education\\_resource-support\\_centers.pdf](https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/ethiopia_guideline_for_establishing_and_managing_inclusive_education_resource-support_centers.pdf)

Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American journal of theoretical and applied statistics*, 5(1), 1-4.

Federal Democratic Republic of Ethiopia. (2012). *Special needs / Inclusive education strategy* Ministry of Education.

Federal Democratic Republic of Ethiopia. (2014). *National research ethics review guideline* Ministry of Science and Technologie.

<https://www.ccgpr.ca/wp-content/uploads/2013/11/national-research-ethics-review-guideline.pdf>

Federal Democratic Republic of Ethiopia. (2015). *Guideline for establishing and managing inclusive education resource/support centers (RCs)*. Federal Ministry of Education Ethiopia.

Federal Democratic Republic of Ethiopia. (2017a). *Good practice in the implementation of inclusive education resource centers in Ethiopia*. Federal Ministry of Education.

[https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/ethiopia\\_guideline\\_for\\_establishing\\_and\\_managing\\_inclusive\\_education\\_resource-support\\_centers.pdf](https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/ethiopia_guideline_for_establishing_and_managing_inclusive_education_resource-support_centers.pdf)

Federal Democratic Republic of Ethiopia. (2017b). *Master plan for special needs education/inclusive education in Ethiopia 2016-2025*. Ministry of Education.

[https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/ethiopia\\_master\\_plan\\_special\\_needs\\_education\\_inclusive\\_education\\_2016-2025.pdf](https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/ethiopia_master_plan_special_needs_education_inclusive_education_2016-2025.pdf)

- Foreman, P., Arthur-Kelly, M., Pascoe, S., & King, B. S. (2004). Evaluating the educational experiences of students with profound and multiple disabilities in inclusive and segregated classroom settings: An Australian perspective. *Research and Practice for Persons with Severe Disabilities*, 29(3), 183-193.  
<https://doi.org/10.2511/rpsd.29.3.183>
- Global Partnership for Education. (2018). *Disability and inclusive education. A stocktake of education sector plans and GPE-funded grants*.  
<https://www.globalpartnership.org/sites/default/files/2018-07-gpe-disability-working-paper.pdf>
- Global Partnership for Education. (2019). *Methodological Guidelines for Education Sector Analysis*. .
- Global Partnership for Education. (2019, October 23). *Children with disabilities face the longest road to education* <https://www.globalpartnership.org/blog/children-disabilities-face-longest-road-education>
- Goodley, D. (2016). *Disability studies: An interdisciplinary introduction*. Sage.
- Gravetter, F. J., & Forzano, L.-A. B. (2018). *Research methods for the behavioral sciences*. Cengage Learning.
- Guest, G., MacQueen, K. M., & Namey, E. E. (2011). *Applied thematic analysis*. Sage publications.
- Hall, M. (2017). Do business practices help or hinder the management of non-profits? *Third Sector Review*, 23(2), 5.  
<https://search.informit.com.au/browseJournalTitle;res=IELAPA;issn=1323-9163>
- Hameed, A., & Manzoor, A. (2019). Similar Agenda, Diverse Strategies: A Review of Inclusive Education Reforms in the Subcontinent. *Bulletin of Education and Research*, 41(2), 53-66.
- Hansen, S. C. (2011). A theoretical analysis of the impact of adopting rolling budgets, activity-based budgeting and beyond budgeting. *European Accounting Review*, 20(2), 289-319.
- Hunt, P., & Goetz, L. (1997). Research on Inclusive Educational Programs, Practices, and Outcomes for Students with Severe Disabilities. *The Journal of Special Education*, 31(1), 3-29. <https://doi.org/10.1177/002246699703100102>
- J-PAL. (2019, July 29). *Evaluations*. <https://www.povertyactionlab.org/>
- Jeseviciute-Ufartiene, L. (2014). Importance of planning in management developing organization. *Journal of Advanced Management Science Vol*, 2(3), 176-180.

<https://assurance.ae/wp-content/uploads/2020/01/importanceofplanninginmanagement.pdf>

Kandhari, N., & Chowdhry, R. (2016). A pre-post study: Attitude of teachers' towards inclusive education. *Indian Journal of Health & Wellbeing*, 7(1), 161-163.

Kathryn E. Newcomer, H. P. H., Joseph S. Wholey. (2015). *Handbook of practical program evaluation* (Fourth edition. ed.). Jossey-Bass & Pfeiffer Imprints, Wiley.

Kaushik, V., & Walsh, C. A. (2019). Pragmatism as a research paradigm and its implications for social work research. *Social Sciences*, 8(9), 255-272.  
<https://doi.org/10.3390/socsci8090255>

Kawulich, B., & Holland, L. (2012). Qualitative data analyses. In C. Wagner, B. Kawulich, & M. Garner (Eds.), *Doing social research: A global context* (pp. 228-245). McGraw-Hill Higher Education.

Khasnabis, C., Motsch, K. H., Achu, K., Jubah, K. A., Brodtkorb, S., & Chervin, P. (2010). *Community-based rehabilitation guidelines*. World Health Organisation.

Kim, H., Sefcik, J. S., & Bradway, C. (2017). Characteristics of Qualitative Descriptive Studies: A Systematic Review. *Research in Nursing & Health*, 40(1), 23-42.  
<https://doi.org/10.1002/nur.21768>

Krahé, B., & Altwasser, C. (2006). Changing negative attitudes towards persons with physical disabilities: An experimental intervention. *Journal of Community & Applied Social Psychology*, 16(1), 59-69.

Krippendorff, K. (2018). *Content analysis: An introduction to its methodology*. Sage publications.  
[https://books.google.at/books?hl=de&lr=&id=nE1aDwAAQBAJ&oi=fnd&pg=PP1&dq=Content+analysis+:+an+introduction+to+its+methodology&ots=yZ8fWpkMaC&sig=2YIt5MfAfgullziXRbtlw2cYPTk&redir\\_esc=y#v=onepage&q=Content%20analysis%20%3A%20an%20introduction%20to%20its%20methodology&f=false](https://books.google.at/books?hl=de&lr=&id=nE1aDwAAQBAJ&oi=fnd&pg=PP1&dq=Content+analysis+:+an+introduction+to+its+methodology&ots=yZ8fWpkMaC&sig=2YIt5MfAfgullziXRbtlw2cYPTk&redir_esc=y#v=onepage&q=Content%20analysis%20%3A%20an%20introduction%20to%20its%20methodology&f=false)

Leskiw, S. L., & Singh, P. (2007). Leadership development: Learning from best practices. *Leadership & Organization Development Journal*, 28(5), 444-464.  
<https://www.emerald.com/insight/content/doi/10.1108/01437730710761742/full/pdf?title=leadership-development-learning-from-best-practices>

Light for the World. (2016). *Ethiopia: Country Strategy*. [https://www.light-for-the-world.org/sites/lfdw\\_org/files/download\\_files/country\\_strategy\\_buf\\_2016\\_2020\\_en.pdf](https://www.light-for-the-world.org/sites/lfdw_org/files/download_files/country_strategy_buf_2016_2020_en.pdf)

Light for the World. (2018). *Annual Report* <https://www.light-for-the-world.org/>

Light for the World. (2019). *List of inclusive education activities*.

- Light for the World. (2019, March 25). *Inclusive education* <http://www.light-for-the-world.org/>
- Light for the World. (2020). *MERLA Strategy 2020-2023*.
- Light for the World, & Kassa, T. G. (2020). *Service Directory*. [Brochure].
- Lindsay, G. (2007). Educational psychology and the effectiveness of inclusive education/mainstreaming. *British Journal of Educational Psychology*, 77(1), 1-24. <https://doi.org/10.1348/000709906X156881>
- Loreman, T. J., Deppeler, J. M., & Harvey, D. H. (2010). *Inclusive education. Supporting diversity in the classroom*. Routledge.
- Love, A. (2004). Implementation evaluation. In J. S. Wholey, H. P. Hatry, & K. E. Newcomer (Eds.), *Handbook of practical program evaluation* (2nd ed., pp. 63-97).
- Mizunoya, S., Mitra, S., & Yamasaki, I. (2018, 2018/04/01/). Disability and school attendance in 15 low- and middle-income countries. *World Development*, 104, 388-403. <https://doi.org/https://doi.org/10.1016/j.worlddev.2017.12.001>
- Morrow, V., & Richards, M. (1996). The ethics of social research with children: An overview 1. *Children & society*, 10(2), 90-105. <https://doi.org/10.1111/j.1099-0860.1996.tb00461.x>
- Neuendorf, K. A. (2018). 18 Content analysis and thematic analysis. *Advanced Research Methods for Applied Psychology*, 211. [https://books.google.at/books?hl=de&lr=&id=NmcPEAAQBAJ&oi=fnd&pg=PA211&dq=pragmatic+paradigm+and+content+analysis&ots=xvf4qFFYzs&sig=YFQZlYniJYWIst3EBkmCBG1fvFo&redir\\_esc=y#v=onepage&q&f=false](https://books.google.at/books?hl=de&lr=&id=NmcPEAAQBAJ&oi=fnd&pg=PA211&dq=pragmatic+paradigm+and+content+analysis&ots=xvf4qFFYzs&sig=YFQZlYniJYWIst3EBkmCBG1fvFo&redir_esc=y#v=onepage&q&f=false)
- Nghiteke, M., Mji, A., & Molepo, G. (2018). A conversation about inclusive education: Revelations from Namibian primary school teachers. *International Journal of Educational and Pedagogical Sciences*, 20(29), 1-10. <https://pdfs.semanticscholar.org/fd68/4960b8b5fe3190e3844aa71479d1d2868595.pdf>
- Oliver, M., & Barnes, C. (2010, 2010/09/01). Disability studies, disabled people and the struggle for inclusion. *British Journal of Sociology of Education*, 31(5), 547-560. <https://doi.org/10.1080/01425692.2010.500088>
- Patton, M. Q. (2015). *Qualitative research & evaluation methods* (4th ed.). Sage
- Pattyn, V., & Brans, M. (2013). Outsource versus in-house? An identification of organizational conditions influencing the choice for internal or external evaluators.

*Canadian Journal of Program Evaluation*, 28(2), 43-63. <https://cjc-ccc.ucalgary.ca/index.php/cjpe/article/view/30893>

peekvision. (2020, March 12). *Peek acuity*. <https://www.peekvision.org/>

Peters, S., Johnstone, C., & Ferguson, P. (2005). A disability rights in education model for evaluating inclusive education. *International Journal of Inclusive Education*, 9(2), 139-160.  
[https://www.researchgate.net/publication/263752466\\_A\\_Disability\\_Rights\\_in\\_Education\\_Model\\_for\\_evaluating\\_inclusive\\_education](https://www.researchgate.net/publication/263752466_A_Disability_Rights_in_Education_Model_for_evaluating_inclusive_education)

Petty, R. E., & Brinol, P. (2010). Attitude change. In R. F. Baumeister & E. J. Finkel (Eds.), *Advanced social psychology: The state of the science* (pp. 217-259).

Phelan, S. K., & Kinsella, E. A. (2013). Picture this... safety, dignity, and voice—Ethical research with children: Practical considerations for the reflexive researcher. *Qualitative inquiry*, 19(2), 81-90. <https://doi.org/10.1177/1077800412462987>

Pinnock, H., et al. (2008). *Making schools inclusive: how change can happen*. [Brochure]. <https://www.eenet.org.uk/resources/docs/Making%20schools%20inclusive%20SCUK.pdf>.

Priestley, M., Biesta, G., & Robinson, S. (2015). Teacher agency: What is it and why does it matter?  
[https://dspace.stir.ac.uk/bitstream/1893/21559/1/Teacher%20agency%20matters\\_Flip%20the%20system\\_final.pdf](https://dspace.stir.ac.uk/bitstream/1893/21559/1/Teacher%20agency%20matters_Flip%20the%20system_final.pdf)

Rokhmaniyah, R., & Chamdani, C. (2018, 2018/09). *Evaluation of implementation of inclusive education at primary school*. [Conference presentation abstract]. International Conference on Teacher Training and Education 2018 (ICTTE 2018),

Rossi H., Lipsey W., & Freeman E. (2018). *Evaluation: A systematic approach* (8th ed.). SAGE.

Sandelowski, M., & Leeman, J. (2012). Writing usable qualitative health research findings. *Qualitative health research*, 22(10), 1404-1413.

Schmidt, E. (2019). *Costing inclusive education of children with disabilities: Analysis of expenditures of an inclusive education programme in Senegal*. [Brochure]. <https://research.sightsavers.org/project/inclusive-education-expenditure-in-senegal-evidence-from-a-pilot-project/>

Secretariat of the international consultative forum on Education for All. (1990, 5-9 March ). *World declaration on education for all* World Conference on Education for A l l, Jomtien, Thailand, [Conference Adoption].  
<https://unesdoc.unesco.org/ark:/48223/pf0000127583>

- Sight Savers. (2019, October 22). *Education*.  
<https://www.sightsavers.org/disability/education/>
- Singal, N., Jeffery, R., Jain, A., & Sood, N. (2011). The enabling role of education in the lives of young people with disabilities in India: Achieved and desired outcomes. *International Journal of Inclusive Education*, 15(10), 1205-1218.
- Singal, N., Lynch, P., & Johansson, S. T. (2019). *Education and disability in the global south: new perspectives from Africa and Asia*. Bloomsbury Academic.
- Singal, N., & Muthukrishna, N. (2014). Education, childhood and disability in countries of the South—Re-positioning the debates. *Childhood*, 2(3), 293-307.  
<https://doi.org/10.1177/0907568214529600>
- Singal, N., Sabates Aysa, R., Aslam, M., & Saeed, S. (2018). School enrolment and learning outcomes for children with disabilities: findings from a household survey in Pakistan. *International Journal of Inclusive Education* 22, 1-21.  
<https://doi.org/10.17863/CAM.33606>
- Southern Hemisphere. (n.d. ). *Supporting meaningful change*  
<https://www.southernhemisphere.co.za/>
- Srivastava, M., De Boer, A., & Pijl, S. J. (2015). Inclusive education in developing countries: A closer look at its implementation in the last 10 years. *Educational Review*, 67(2), 179-195. <https://doi.org/10.1080/00131911.2013.847061>
- Stiker, H.-J. (2019). *A history of disability*. University of Michigan Press.
- UNESCO. (2018). *UNESCO Fact Sheet*.  
<http://uis.unesco.org/sites/default/files/documents/fs48-one-five-children-adolescents-youth-out-school-2018-en.pdf>
- UNESCO, UNDP, UNPFA, UNHCR, UNICEF, & UN Women. (2016). Incheon Declaration and Framework for action for the Implementation of Sustainable Development Goal 4  
[http://uis.unesco.org/sites/default/files/documents/education-2030-incheon-framework-for-action-implementation-of-sdg4-2016-en\\_2.pdf](http://uis.unesco.org/sites/default/files/documents/education-2030-incheon-framework-for-action-implementation-of-sdg4-2016-en_2.pdf)
- Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4, (2016). <https://unesdoc.unesco.org/ark:/48223/pf0000245656>
- UNESCO Bangkok, & Regional Bureau for Education for Asia and the Pacific. (2004). *Embracing diversity: Toolkit for creating inclusive, learning-friendly environments*. [Toolkit]. <https://unesdoc.unesco.org/ark:/48223/pf0000137522>
- UNICEF. (2012). *The right of children with disabilities to education: A rights based approach to inclusive education*. [Position Paper].

[https://www.unicef.org/disabilities/files/UNICEF Right to Education Children Disabilities En Web.pdf](https://www.unicef.org/disabilities/files/UNICEF_Right_to_Education_Children_Disabilities_En_Web.pdf)

UNICEF. (2019, September 13). *UNICEF stands for inclusive education and social inclusion*. <https://inclusion-international.org/unicef-stands-inclusive-education-social-inclusion/>.

UNICEF. (2020, March 19). *Inclusive Education. Every child has the right to quality education and learning*. . <https://www.unicef.org/education/inclusive-education>.

UNICEF Education Section. (2016). *Guide for including disability in education management information systems*  
[http://training.unicef.org/disability/emergencies/downloads/UNICEF\\_guide-for-including-disability-in-education-management-information-systems.pdf](http://training.unicef.org/disability/emergencies/downloads/UNICEF_guide-for-including-disability-in-education-management-information-systems.pdf)

United Nations. (1989). *UN convention on the rights of the child*.  
<https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

United Nations. (1994, June 7-10). *Salamanca declaration and framework for action* World Conference on special needs education: Access and quality, Salamanca, Spain.  
[http://www.unesco.org/education/pdf/SALAMA\\_E.PDF](http://www.unesco.org/education/pdf/SALAMA_E.PDF).

United Nations. (2016a). *Division for social policy development: Toolkit on disability for Africa, inclusive education* Division for Social Policy Development & Department of Economic and Social Affairs.  
<https://www.un.org/esa/socdev/documents/disability/Toolkit/Inclusive-Education.pdf>

United Nations. (2016b). *Toolkit on disability for Africa: Inclusive Education*. [Toolkit].  
<https://www.un.org/esa/socdev/documents/disability/Toolkit/Inclusive-Education.pdf>.

United Nations. (2019, September 10). *Convention on the rights of persons with disabilities. Ratification and Signatures of the CRPD*. .  
[https://treaties.un.org/Pages/ViewDetails.aspx?src=TREATY&mtdsg\\_no=IV-15&chapter=4&clang=en](https://treaties.un.org/Pages/ViewDetails.aspx?src=TREATY&mtdsg_no=IV-15&chapter=4&clang=en)

United Nations. (2019, September 20). *Sustainable development goals*.  
<https://www.un.org/sustainabledevelopment/>

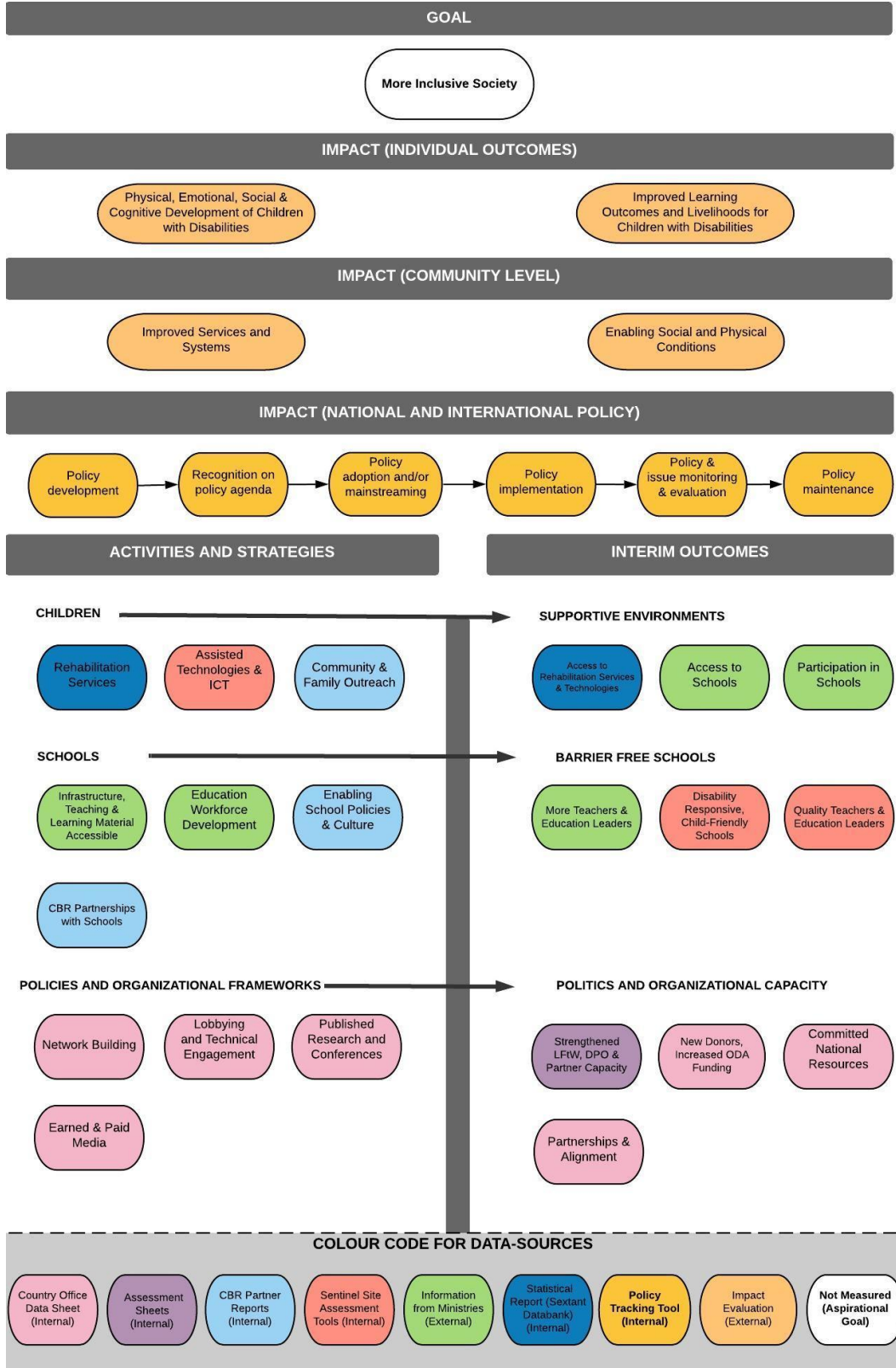
United Nations Human Rights Office of the high Commissioner. (2016, September 1). *Inclusive education vital for all, including persons with disabilities – UN experts* [Press Release].  
<https://www.ohchr.org/EN/NewsEvents/Pages/DisplayNews.aspx?NewsID=20437&LangID=E>

- Urban Management Department of the Lebanese Company for the Development and Reconstruction of Beirut Central District (SOLIDERE), United Nations Economic and Social Commission for Western Asia (ESCWA). (2003). *Accessibility for the disabled: A design manual for a barrier free environment*.  
<https://www.un.org/esa/socdev/enable/designm/index.html>.
- USAID, & Management Service for Health. (2012). *Organisational Capacity Assessment Tool User Guide*. [Brochure]. <https://www.msh.org/resources/organizational-capacity-assessment-tool-ocat>
- USAID Ethiopia. (2017). *Assistive technology capacity building initiative: Endline report: Reading for Ethiopia's achievement developed technical assistance*  
[https://pdf.usaid.gov/pdf\\_docs/PA00N6PQ.pdf](https://pdf.usaid.gov/pdf_docs/PA00N6PQ.pdf)
- Vaismoradi, M., Turunen, H., & Bondas, T. (2013). Content analysis and thematic analysis: Implications for conducting a qualitative descriptive study. *Nursing & health sciences*, 15(3), 398-405. <https://onlinelibrary.wiley.com/doi/full/10.1111/nhs.12048>
- Walsh, E., & Lenihan, H. (2006). Accountability and effectiveness of NGOs: Adapting business tools successfully. *Development in Practice*, 16(5), 412-424.  
<https://doi.org/10.1080/09614520600792309>
- Washington group on disability statistics. (2016). *Washington group/UNICEF module on child functioning*. [Brochure]. <https://data.unicef.org/resources/module-child-functioning/>
- Williams, C. (2007). Research methods. *Journal of Business & Economics Research*, 5(3), 65-72. <https://doi.org/10.19030/jber.v5i3.2532>
- World Health Organisation. (2011). World report on disability. *The Lancet*, 377(9782), 1977-1977. [https://doi.org/10.1016/S0140-6736\(11\)60844-1](https://doi.org/10.1016/S0140-6736(11)60844-1)
- World Health Organisation. (2019, September 19). *Community based rehabilitation*  
<https://www.who.int/disabilities/cbr/en/>
- World Health Organisation, & World Bank. (2011). *World report on disability*.  
[https://www.who.int/disabilities/world\\_report/2011/en/](https://www.who.int/disabilities/world_report/2011/en/)
- World Medical Association. (2013). *Declaration of Helsinki* <https://www.wma.net/policies-post/wma-declaration-of-helsinki-ethical-principles-for-medical-research-involving-human-subjects/>
- Yan, E. G., & Munir, K. M. (2004). Regulatory and Ethical Principles in Research Involving Children and Individuals with Developmental Disabilities. *Ethics & Behavior*, 14(1), 31-49. [https://doi.org/10.1207/s15327019eb1401\\_3](https://doi.org/10.1207/s15327019eb1401_3)

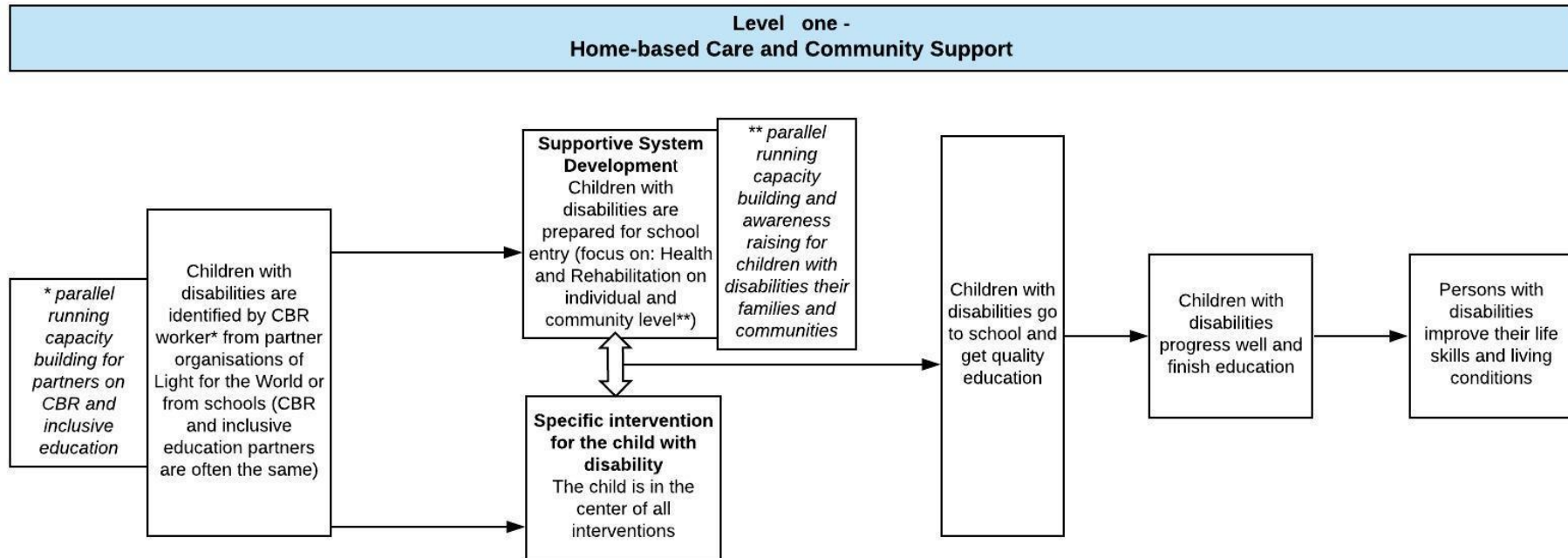
# Appendices

## Appendix A: Theory of Change of OCFA

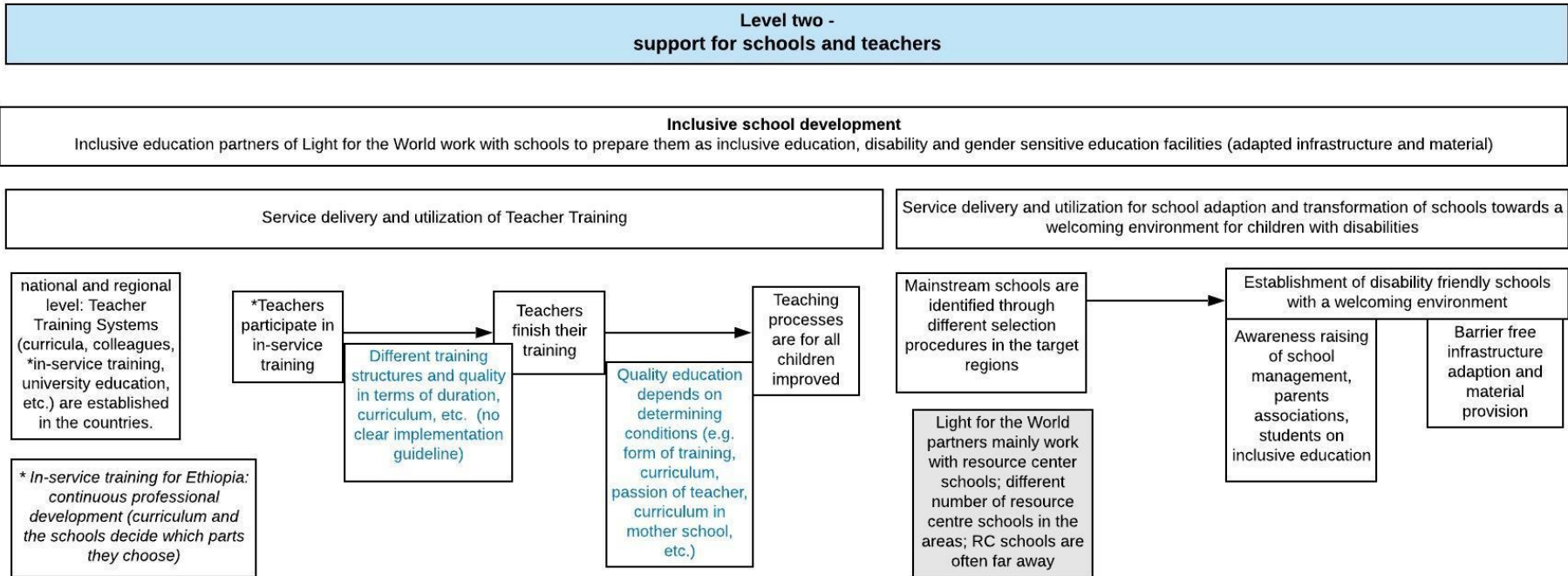
### THEORY OF CHANGE FOR INCLUSIVE EDUCATION CAMPAIGN



## Appendix B: Service Utilization and Delivery Plan



## Appendix B: Service Delivery and Utilisation Plan



## Appendix C: Framework of services potentially offered by partners

The following list of possible services offered by project partners is a combination of the inclusive education conceptual framework from the Global Partnership for Education (2019), as outlined in the graph below and an internal List of Light for the World (2019), modified for this purpose.

<b>Supply</b>
<p><b>Teacher support</b></p> <ul style="list-style-type: none"><li>▪ Initial and in-service training</li><li>▪ Pedagogical support</li><li>▪ Classroom support</li><li>▪ Individual support to teachers</li><li>▪ Others:</li></ul>
<p><b>Infrastructure (adaption)</b></p> <ul style="list-style-type: none"><li>▪ School (ramps, etc.)</li><li>▪ Classrooms and playgrounds</li><li>▪ Toilets and washing facilities</li><li>▪ Transport to and from school</li><li>▪ Others:</li></ul>
<p><b>Provision of Learning Material</b></p> <ul style="list-style-type: none"><li>▪ Braille and audiobooks</li><li>▪ Sign language resources</li><li>▪ Easy read version</li><li>▪ Others assistive products:</li></ul>
<b>Quality</b>
<p><b>Curriculum (establishment)</b></p> <ul style="list-style-type: none"><li>▪ Support establishing relevant, flexible and adaptable curricula</li><li>▪ Others:</li></ul>
<p><b>Student Assessment (support)</b></p> <ul style="list-style-type: none"><li>▪ Screening</li><li>▪ Referral</li><li>▪ Continuous learning assessment</li><li>▪ Others:</li></ul>
<p><b>School culture</b></p>

- Accompany schools to change school culture towards inclusion
- Support inclusion clubs

### **Demand**

#### **Attitude change**

- Teachers and administrators
- Parents and communities
- Peers and other students
- Local decision-makers
- General services

#### **Benefits**

- Social inclusion and citizenship
- Economic empowerment

### **Enabling Environment**

#### **Laws and Policies**

- Constitutional provisions
- International conventions
- Rules and regulations
- National strategies

#### **Data and Evidence**

- Definitions of Disability
- EMIS and other databases
- Household Survey
- M&E and inspections

#### **Leadership and Management**

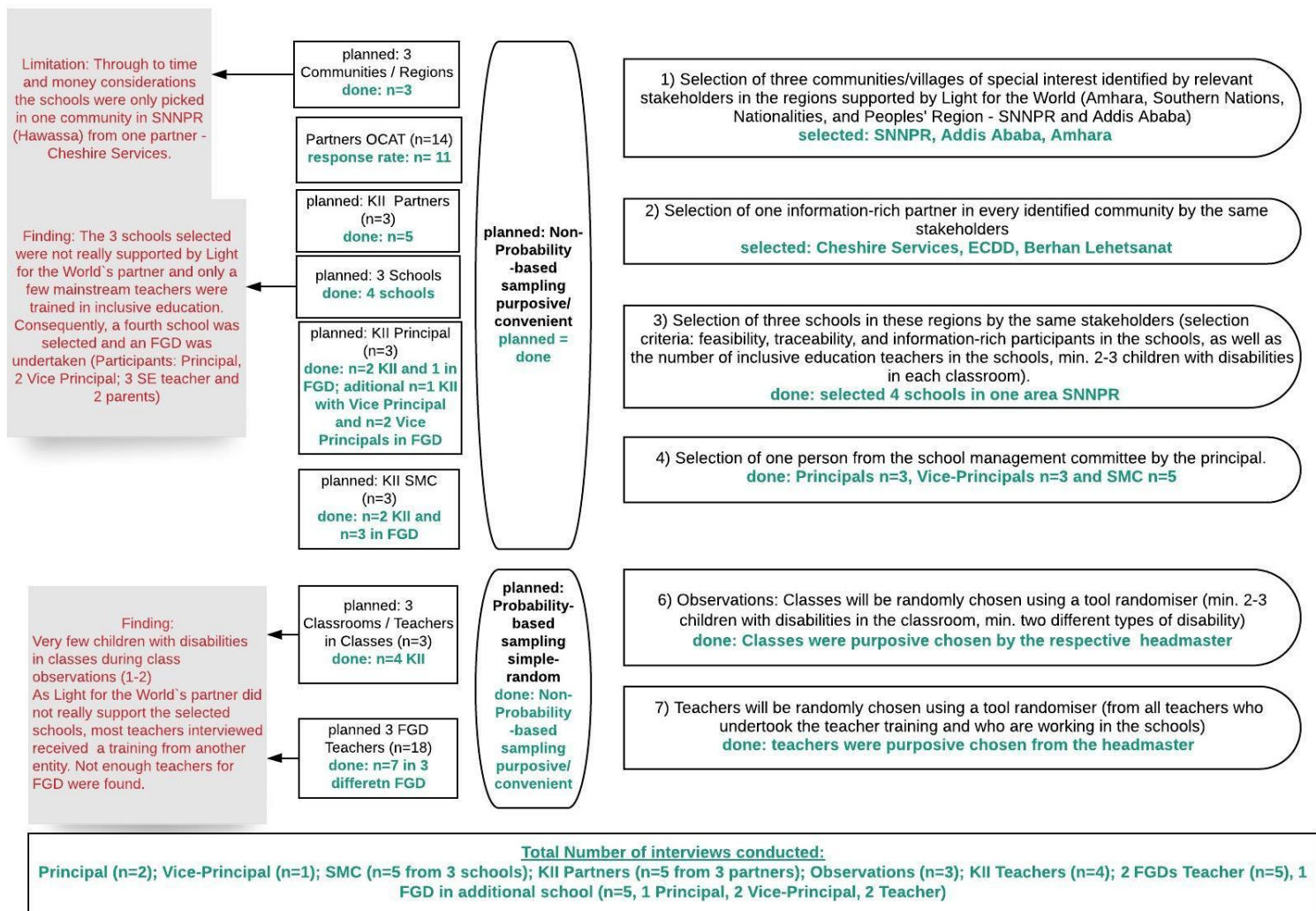
- Management capacity at central, sub-national and school level
- Procedures and compliance
- Cross-sectoral coordination
- Partnership incl. DPOs

## Appendix D: Participants of the evaluation

Nr of Participant	School / Partner	Position of Interviewee	Name of Participant (anonymised)	Method	Name of Interviewer
1	School: Addis Zemen	Teacher	MG	KII	Southern Hemisphere
2	School: Addis Zemen	SMC	AS	KII	Southern Hemisphere
3	School: Addis Zemen	Vice Principal	MA	KII	Southern Hemisphere
4	School: Addis Zemen	Teacher	NS	FGD	Birgit Muellegger
5	School: Addis Zemen	Teacher	GG	FGD	Birgit Muellegger
6	School: Addis Zemen	Teacher	BY	FGD	Birgit Muellegger
7	School: Addis Zemen	Teacher	MM	KII	Birgit Muellegger
8	School: Hawassa Haik	Principal	DK	KII	Southern Hemisphere
9	School: Hawassa Haik	Teacher	EK	KII	Southern Hemisphere
10	School: Hawassa Haik	SMC	MF	KII	Birgit Muellegger
11	School: Ethiopia Tikdem	Principal	AS	KII	Southern Hemisphere
12	School: Ethiopia Tikdem	SMC	ME	FGD 1	Birgit Muellegger
13	School: Ethiopia Tikdem	SMC	MT	FGD 1	Birgit Muellegger
14	School: Ethiopia Tikdem	SMC (staff member representative)	MM	FGD 1	Birgit Muellegger
15	School: Ethiopia Tikdem	Teacher	WM	FGD 2	Birgit Muellegger
16	School: Ethiopia Tikdem	Teacher	WB	FGD 2	Birgit Muellegger
17	School: Ethiopia Tikdem	Teacher	FB	KII	Birgit Muellegger
18	School: Raas Desta	Principal	MB	FGD	Birgit Muellegger
19	School: Raas Desta	Teacher	TA	FGD	Birgit Muellegger
20	School: Raas Desta	Teacher	ZT	FGD	Birgit Muellegger
21	School: Raas Desta	Vice Principal	AB	FGD	Birgit Muellegger
22	School: Raas Desta	Vice Principal	NH	FGD	Birgit Muellegger
23	Partner: Cheshire Services	Programme director, Hawassa	MN	KII	Birgit Muellegger, Southern Hemisphere

24	Partner: Cheshire Services	Executive Director, Headquarter Addis Ababe	FA	KII	Southern Hemisphere
25	Partner: Berhan Lehetsanat	Programme director, Dessie	TE	KII	Southern Hemisphere
26	Partner: Berhan Lehetsanat	Executive Director, Headquarter Addis Ababe	EB	KII	Southern Hemisphere
27	Partner: Ethiopian Centre for Disability and Development	Programme director, Hawassa	MM	KII	Southern Hemisphere

## Appendix E: Planned Participants vs. actual Participants



## Appendix F: List of instruments

Stakeholder grouping	Tool number and name	Description
Implementing Partners	1. Structured Survey for all Implementing Partners	<p><b>Self-completing online survey</b></p> <p>The purpose of this to assess the capacity of services provided by all IPs working in IE in Ethiopia. Key categories include:</p> <ul style="list-style-type: none"> <li>- Profile of organisation and services</li> <li>- Knowledge and skills</li> <li>- Strategic and operational planning</li> <li>- Financial management</li> <li>- Organisational culture</li> <li>- Monitoring, Evaluation, learning and innovation</li> <li>- Human resource management</li> </ul>
Implementing Partners	2. KII – Implementing Partner national/subnational (Director/Manager) and on local level (Coordinator/Manager)	<p><b>Who?</b> Implementing Partners that are operating in inclusive education on national/subnational and local level.</p> <p><b>Why?</b> Feedback on Design, high level strategy implementation strengths and challenges. Get an overview of what is being provided, where the strengths and achievements have been.</p>
Inclusive education School	3. KII: Principal and SMC	<p><b>Who?</b> School principal and School Management Committee members at the school</p> <p><b>Why?</b> To get an overview of what is happening at the school with regard to</p>

Stakeholder grouping	Tool number and name	Description
		inclusive education: infrastructure development, materials, capacity building of educators, access and quality of education for children with disabilities.
	4. KII: Teacher	<p><b>Who?</b> For teachers at the school. The teacher chosen should have a child with a disability within their class.</p> <p><b>Why?</b> To get an overview of what is happening at the school with regard to inclusive education: infrastructure development, materials, capacity building of educators, access and quality of education for children with disabilities.</p>
	5. FGD: Teachers (mainstream teachers trained in IE)	<p><b>Who?</b> For teachers at the school, who received a training (in-service training or others) in IE, preferable from a partner of LftW.</p> <p><b>Why?</b> To get an overview of the quality of teacher trainings offered by LftW's partner.</p>
	6. Observation: School and lesson	<p><b>Who?</b> IE school class, which included children with disabilities.</p> <p><b>Why?</b> To observe how well the infrastructure and learning materials supports learning/education of children with disabilities. It is also to observe the quality of education for children with disabilities.</p>

**Introduction**

This evaluation aims to improve the way the inclusive education programme in Ethiopia is delivered. We are trying to find out how well the inclusive education programme of Light for the World’s One Class for all Programme (OCFA) is implemented given the programme theory. This research has been approved by the Commerce Faculty Ethics in Research Committee.

\* Your participation in this research is voluntary.

You can choose to withdraw from the research at any time.

\* You will not be requested to supply any identifiable information, ensuring anonymity of your responses if you wish to.

When you agreed a few weeks ago when

(name the project partner or evaluators name) approached you to take part in inclusive education study, you have had time to consider this now. Are you still happy to be part of the study – remember you can withdraw at any time?

The survey will take approximately 30-40 minutes to complete.

All information that you choose to give us will not be linked to your name.

**Identification**

Thank you for participating in the Organisational Capacity Survey by Light For The World!

First we would like to confirm that we have the correct information for you and your organisation/department/unit.

Name of Organisation:

Country of Organisation:

Your Name:

**Service Profile: Inclusive Education**

*How many times has your organisation provided each of the following inclusive education services in the last 6 months? (Never, 1-4, 5-9, 10-19, 20+, Don’t know)*

**Identification**

Identification of children with disabilities in schools

Identification of children with disabilities in environments outside of school

**Supply**

Teacher support (e.g. initial and in-service training, pedagogical support, classroom support, individual support to teachers)

Infrastructure (e.g. ramps, classrooms, playgrounds, toilets and washing facilities, transport to and from school)

Provision of learning materials (e.g. braille and audiobooks, sign language resources, easy-to-read versions, other assistive products)

**Quality**

Curriculum (e.g. establishment of relevant, flexible and adaptable curricula)

Student assessment (e.g. screening, referral, continuous learning assessments etc)

School culture (e.g. assist school to create a culture of inclusion, support inclusion clubs)

**Demand**

---

Attitude change amongst teachers and administrators

---

Attitude change amongst parents and communities

---

Attitude change amongst peers and other students

---

Attitude change amongst local decision-makers

---

### Enabling Environment

---

Laws and policies (e.g. constitutional provisions, international conventions, rules and regulations, national strategies)

---

Data and evidence (e.g. definitions of disability, EMIS and other databases, household surveys, M&E and inspections)

---

Leadership and management (e.g. management capacity at central, sub-national and school level, procedures and compliance, cross-sectoral coordination, partnership including DPOs)

---

### Organisational Profile

---

*What people does your organisation **directly** (i.e. through staff or volunteers) work with?*

---

(Women, Men, Children (0-4, 5-9, 10-15 years), Young adults (16-24 years) , Adults (25 - 59 years), Seniors (aged 60 years+), Children that are out of school, People living in rural areas, People with any type of disability, Other, Don` t know)

---

*What disabilities does your organisation **directly** work with?*

---

(Blind, Partially sighted, Deaf, Hard of hearing, Deaf and blind, Physically impaired (missing limb, clubfoot, spinal cord injury, Spina Bifida, etc.), Cerebral palsy, Intellectual disability (e.g. microcephalus, Down syndrom, etc.), Autism, Persons with mental health issues (schizophrenia, depression, post-traumatic stress disorder etc.), Epilepsy and nodding disease, People with more than one disability, Other, Don` t know)

---

### Organisational Profile 2

---

*In this section we will ask you to provide some basic information about your organisation.*

---

What type is your organisation/department/unit? (Public sector (government), Private enterprise (for-profit), Educational institution, Non-government organisation, Disabled people organisation, Community-based organisation, Other)

---

How many employed staff (paid full or part-time) do you have in your organisation/department/unit? (1-5, 6-10, 11-20, 21-50, 51-100, 101+, Don` t know)

---

How many volunteer staff (unpaid) who contribute a minimum of 1 day a month do you have in your organisation/department/unit? (1-5, 6-10, 11-20, 21-50, 51-100, 101+, Don` t know)

---

How many years has your organisation/department/unit been working in the disability sector? (0-1, 2-5, 6-10, 11+ years, Do not work in that sector, Don` t know)

---

How many years has your organisation/department/unit been working in the eye health sector? (0-1, 2-5, 6-10, 11+ years, Do not work in that sector, Don` t know)

---

### Technical skills and Training of Staff

---

In this section you will provide some basic information about the skills and training that staff have in your organisation/department/unit.

---

*How would you rate your organisation's knowledge on the following topics? (very good, good, average, poor, very poor, Don` t know)*

---

Inclusive education (to strengthen the education system/services to support children to progress through formal education)

---

Livelihoods (to improve financial independence and access to decent employment)

---

---

Empowerment and social inclusion of people with disabilities as active members in their communities (including disabled persons organisations)

---

Eye health (to improve access to good quality eye health care and services)

---

Neglected Tropical Diseases (improved access to prevention and treatment of NTDs)

---

Health and Rehabilitation (to improve access to health and rehabilitation services and support for people with disabilities.)

---

Rights of persons with disabilities

---

### Strategic Leadership & Planning

This section covers questions related to the strategic and operational planning processes of the organisation/department/unit.

---

*Does the organisation/department/unit have any of the following? (Yes, No, Don't know)*

---

Strategy/Plan

---

A strategic plan and mission statement that covers disability and eye-health

---

Annual targets/goals related to disability/eye health

---

An operational plan outlining how to achieve the goals

---

An advocacy strategy covering disability and eye-health

---

Was the strategic plan developed in collaboration with other organisations (e.g. other civil society, government)?

---

Does the organisation have a policy on managing disability in the workplace?

---

Is the policy on managing disability in the workplace implemented consistently?

---

*Do you agree or disagree with the following statements? (Strongly agree, Agree, Neutral, Disagree, Strongly disagree, Don't know)*

---

I have developed a large network of colleagues and associates whom I can call on for support when I really need to get things done.

---

I know a lot of important people and am well connected.

---

I am good at using my connections and network to make things happen.

---

For work related to my organisation, if necessary, I know who to reach out to in... Select all that apply: (Local government, Subnational government, NGOs, Community Based Organisations, Disabled Persons Organisations, Traditional structures (leaders, healers), Private sector (e.g. employers), Disability structures, Other, None)

---

*How often since 2016 did your organisation receive support from LFTW for the following? (20+, 10-19, 5-9, 1-4, Never, Don't know)*

---

Training in disability awareness (e.g. disability rights, sensitization, ethics, etc.)

---

Training in skills to work with people with disabilities (e.g. sign language, rehabilitation services, etc.)

---

Technical support (e.g. advice, mentoring, consulting service) on particular agenda/activities of organisation

---

Facilitating learning exchanges between organisations or countries

---

*How much support in terms of Infrastructure, equipment and materials has your organisation received from LFTW since 2016?*

---

Do you receive financial support from LFTW? (Yes, No, Don't know)

---

*How would you rate the support provided? (Very Good, Good, Average, Poor, Very Poor, Don't know)*

---

Training in disability awareness (e.g. disability rights, sensitization, ethics, etc.)

---

---

Training in skills to work with people with disabilities (e.g. sign language, rehabilitation services, etc.)

---

Technical support (e.g. advice, mentoring, consulting service) on particular agenda/activities of organisation

---

Financial resources to support work

---

Infrastructure, equipment, materials to facilitate work

---

Facilitating learning exchanges between organisations or countries

---

M&E, Finance and Management

Does your organisation have a monitoring and evaluation plan in place that includes the following? (Indicators, Data collection (by whom and when), Data analysis (by whom, when and how), Data reporting (by whom, when and to which audience), No M&E plan, Don't know

---

Is your organisation audited annually? (Yes, No, Don't know)

---

Does your organisation have an annual organisational budget which is approved by the Board/Executive Committee? (Yes, No, Don't know)

---

Does your organisation have the infrastructure and equipment necessary for your daily work (e.g. office/space, IT etc.)? (Yes, No, Don't know)

---

## Appendix F2: Key-Informant Interviews (KII) of Project Partners



UNIVERSITY OF CAPE TOWN  
IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD

### Key-Informant Interview (KIII): CSO / NGO (Local, national level)

Programme/Project Manager/ Coordinator providing support to those implementing

**This interview takes approximately 2 hours to complete**

<b>Respondent's name:</b>	
<b>Position:</b>	
<b>Name of organisation:</b>	
<b>Thematic area to be focussed on in data collection:</b>	
<b>Respondent's telephone no.:</b>	
<b>Respondent's email:</b>	
<b>Date and venue of interview:</b>	
<b>Interviewer's name:</b>	

This evaluation aims to improve the way the inclusive education programme in Ethiopia is delivered. We are trying to find out how well the inclusive education programme of Light for the World's One Class for all Programme (OCFA) is implemented given the programme theory.

This research has been approved by the Commerce Faculty Ethics in Research Committee.

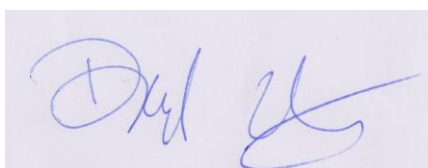
\* Your participation in this research is voluntary. You can choose to withdraw from the research at any time.

\* You will not be requested to supply any identifiable information, ensuring anonymity of your responses if you wish to.

When you agreed a few weeks ago when (name the project partner or evaluators name) approached you to take part in inclusive education study, you have had time to consider this now. Are you still happy to be part of the study – remember you can withdraw at any time?

The interview will take approximately 1,5 hours to complete. All information that you choose to give us will not be linked to your name.

If you have any questions at a later stage about the evaluation, please feel free to contact the researcher, Birgit Muellegger, [b.muellegger@light-for-the-world.org](mailto:b.muellegger@light-for-the-world.org)



Researcher: Birgit Muellegger and team

I would like to give you now a few moments to go through the consent form and sign it.

With this in mind, I would like you to share your experiences, views, knowledge and opinions with us. The information gathered will be reported on, but you will not be singled out in the findings nor will your identity be disclosed unless you agree that it can or should be disclosed.

### Introduction

1. Please give me a brief explanation of your role and key responsibilities in this organisation?

### Design

1. What are the **key challenges** that people with disabilities face in the communities that you work in? Probe: think about the health, economic participation, social participation, access to services, community support, etc.)
2. Can you give me an **overview of the programmes** and specific services that your organisation provides with specific reference to people with disabilities (PWD)? Probe for type of services in each of these thematic areas:
  - Eye health
  - health and rehabilitation services;
  - inclusive education; Probe for: teachers, schools (pre-primary, secondary, tertiary, teacher training), parents and communities
  - livelihoods; or
  - empowerment and social inclusion
3. How do you go about **planning** your programme/services? Probe:
  - Who is involved in planning (e.g. local government, people with disabilities, other organisations, implementers of services, other)?
  - What information do you use to help make decisions about the programmes/services that you should or should not provide (evidence/ research, data used)
  - Please describe whether LFTW was involved in planning, and what support they provided.

## Programme implementation and performance

### **Important note to fieldworker:**

- *Note the key thematic areas that the organisation provides services in (as discussed under Design section). For the questions around implementation of services, ensure that you probe into **each of the thematic areas relevant for this organisation.***

**Introduction to participant: we are now going to go into more depth on implementation of the services that your organisation provides, and the strengths and challenges related to this.**

Access, availability and reach of services:

4. Who are the **key target groups** and beneficiaries of the provided services? Probe:
  - what is the profile in terms of age, gender, location (rural/urban), type of disabilities, poorest people, etc.?
  - What have been the strengths in terms of your strategies in **reaching** these groups/people?
5. In your knowledge, are there **groups/people with disabilities that currently do not access services** ? Probe:
  - Who are these people (e.g. children in and out of school, aged, women, location (urban/rural), type of disabilities, poorest people, etc)? Probe for people with *multiple disabilities*.
  - Why do you think you are not being reached by services? *Probe:* is it easy for PwD to access your service (think about the costs involved, facilities available to accommodate them, distance to reach service, etc.)
  - Do you think that there are other issues that may affect access to – and uptake of – these services? (e.g. at community level, perceptions of PwD, traditional leaders/healers, how they get treated?)
6. What are the **strategies that you/your organisation** use to reach/provide access to services for those **most vulnerable people with disabilities**? (Probe: children in and out of school, women, persons with disabilities, people with multiple disabilities, the elderly, people living in rural areas, and the poorest of the poor)
7. Can you tell me how you **create awareness** about your programme / service/s? (Probe:
  - *Who has been targeted, method used to target them (e.g. how have they been targeted, where have they been targeted, type of messaging / information shared)*
  - What do you think are your **strengths and challenges** in the strategies that you use to create awareness about your services?
8. Based on the **services available to PwD** in your community (i.e. not just your organisations services, but the combined services provided in the community), what do you think are the **gaps** in services? Probe:
  - Where are PwD needs not being met?
  - Why do you think these services are not being provided (e.g. staff capacity, priorities for disability services, etc. )

9. How do you think **access to services** for PwD can be improved?

Quality of services:

10. In terms of the services that you mention above, what aspects of the service/s are working well? Probe:

- What do you think are the main enablers that are making it work well?

11. What aspects of the service/s are not working well? (Probe:

- Why is it not working well? What are the main barriers that are preventing good implementation?)

**12. What strategies have been put in place by your organisation to ensure quality service provision to PwD? Probe into:**

- Who plays an oversight role of those implementers that provide services directly to PwD? What role do they play to ensure good quality services? Do they have the experience to provide this support?
- What support do you provide to implementers (i.e. those provide direct services to PwD) to ensure that they provide good quality services? (e.g. meeting, training, minimum standards, etc.)
- Does your organisation have any minimum standards for service delivery? If yes, which standards are being followed? If not, why ?
- What are some of the strengths and challenges of implementers specifically (i.e. those that provide direct services to PwD) in providing good quality services that do not discriminate against PwD?

**13.** How do you think the quality of services provided by this organisation to people with disabilities **can be strengthened** to ensure that they are better supported (in terms of their *disability needs* and also in terms of being *treated with dignity and respect*) ?

Collaboration and coordination:

14. Does your organisation belong to any coordination or networking structures locally?

Probe: How do you personally participate in these structures?

15. To what extent are you collaborating with other organisations (e.g. government, traditional authorities, other NGOs, CBO, churches, health care facilities, schools, etc.) in your catchment area? **Fieldworker to complete the table below:**

Name of organization (or structure)	Are these organizations run <u>by</u> People with Disabilities (in leadership structure) or <u>for</u> people with Disabilities?	What support do they provide in relation to people with disabilities? (e.g. Mobilization, identification of PwD, medical support, home based care, rehabilitation, referral, provision of mobility, assistive devices)	Thematic area of service (e.g. inclusive education, health and rehabilitation, eye health, NTD, livelihoods, skills development financing, social protection, social inclusion, empowerment)	Is there a formal or informal mechanism in place for you to coordinate your work? Please explain how engagement/collaboration with them is coordinated.

Appendix F3: Structured and semi-structured Questionnaire for Principals and School Management Committees (SMC)

**Semi-structured interview: Principal and SMC - inclusive education school**



**UNIVERSITY OF CAPE TOWN**  
 IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD

**This interview takes approximately 1,5 hour to complete**

<b>Country, province, district:</b>	
<b>Name of implementing partner organisation:</b>	
<b>Name of school:</b>	
<b>Pre, Primary or secondary school:</b>	
<b>Urban or rural area:</b>	
<b>Respondent's name:</b>	
<b>Position:</b>	
<b>Respondent's telephone no.:</b>	
<b>Respondent's email:</b>	
<b>Date and venue of interview:</b>	
<b>Interviewer's name:</b>	

This evaluation aims to improve the way the inclusive education programme in Ethiopia is delivered. We are trying to find out how well the inclusive education programme of Light for the World's One Class for all Programme (OCFA) is implemented given the programme theory.

This research has been approved by the Commerce Faculty Ethics in Research Committee.

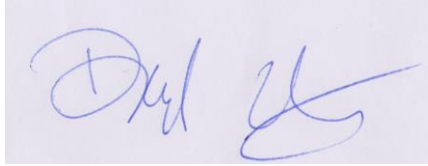
\* Your participation in this research is voluntary. You can choose to withdraw from the research at any time.

\* You will not be requested to supply any identifiable information, ensuring anonymity of your responses if you wish to.

When you agreed a few weeks ago when (name the project partner or evaluators name) approached you to take part in inclusive education study, you have had time to consider this now. Are you still happy to be part of the study – remember you can withdraw at any time?

The interview will take approximately 1,5 hours to complete. All information that you choose to give us will not be linked to your name.

If you have any questions at a later stage about the evaluation, please feel free to contact the researcher, Birgit Muellegger, [b.muellegger@light-for-the-world.org](mailto:b.muellegger@light-for-the-world.org)



Researcher: Birgit Muellegger and team

I would like to give you now a few moments to go through the consent form and sign it.

With this in mind, I would like you to share your experiences, views, knowledge and opinions with us. The information gathered will be reported on, but you will not be singled out in the findings nor will your identity be disclosed unless you agree that it can or should be disclosed.

**Introduction**

1. Please give me a brief overview of **your role** at this school/TVET college? **Probe:** How long have you been working at this school? Since when have you been principal/headmaster/member of SMC at this school? What is your education training level?

**School data**

2. Please complete the stats in the table below. If possible, please provide the statistics for the year 2016 and 2020 (or the statistics that you have that is closest to this time period):

Question	2016	2020
Number of learners enrolled (as at beginning of school/TVET year)		
Number of learners with disabilities enrolled at this school/TVET (as at beginning of school year)		
Number of learners with disabilities that dropped out of school/TVET (during specified school year)		For 2019
Number of teachers at the school/TVET		

Number of teachers/TVET who are trained in inclusive education at the school		
Number of teachers/lecturers, teaching assistants or other staff with disabilities at the school		
Has the principal been trained in inclusive education		

Fieldworker please record the **data source**:

### Implementation of inclusive education services

#### Access, availability and reach

#### **Note to fieldworker:**

- *You will need to reflect on the stats in the previous section, and whether you see that the numbers have increased or decreased for children with disabilities, etc.*

*The purpose is to get an overview of what is happening at the school with regard to inclusive*

3. Tell me about the **profile of the learners with disabilities at your school/TVET**. Probe: age, type of disability, gender, where they are from (rural/urban), who they live with, etc.?
4. How did the children with disabilities **end up being enrolled** at your school/TVET? Probe:
  - **Who** brought them or referred them to the school?
  - How do you generally go about **identifying children with disabilities** in the community or at your school?
  - Why do you think there are more/less<sup>1</sup> children with disabilities at your school in 2020?
  - What have been the strengths in terms of your strategies used to **enrol children at school**?
5. In your knowledge, are there **children with disabilities that currently do not come to school**? Probe:
  - What is the **profile** of these children? *Probe*: age, type of disability, gender, where they are from (rural/urban), who they live with, etc.?
  - What about children with **multiple disabilities**? Are they able to access the school?
  - **Why** do you think you are not being enrolled in school? *Probe*: is it easy for PwD to access your service (think about the costs involved, facilities available to accommodate them, distance to reach service, etc.)
  - Do you think that there are **other issues that may affect enrolment** in school? (e.g. at community level, perceptions of children with disabilities, traditional leaders/healers, how they get treated?)

---

<sup>1</sup> Check stats

6. Can you tell me if the school **creates awareness** around education for children with disabilities? Probe: Please **describe how you do this**:
- Who has been targeted (e.g. family/community), method used to target them (e.g. drama, pamphlets, radio, etc.), where have they been targeted, type of message / information shared)
  - What do you think are your **strengths and challenges** in the strategies that you use to create awareness about education for children in school?
7. Reflecting on the statistics on **drop out**, why do you think children with disabilities have dropped out of school? Probe: factors at the school, community, etc.?

### **Infrastructure and accessibility**

8. How **accessible** is this school for people with disabilities? With regards to the following – please explain your answer for each:
1. **Financial** access (e.g. transport costs of families)
  2. **Geographical** access (e.g. distance from home to school)
  3. **Physical** access (e.g. adaptation of infrastructure)
  4. **Administration or enrolment** criteria/processes
9. What changes have been made to **adapting the infrastructure** for children with disabilities within the past 4 years? Probe for:
- School (ramps etc)
  - Classrooms and playground
  - Toilets and washing facilities
  - Transport to and from school
  - Other:

### **Collaboration and coordination:**

10. To what extent are you collaborating with other organisations (e.g. government, traditional authorities, other NGOs, CBO, churches, health care facilities, schools, etc.) around your school? **Fieldworker to complete the table below:**

<b>Name of organization (or structure)</b>	<b>Are these organizations run <i>by</i> People with Disabilities (in leadership structure) or <i>for</i> people with Disabilities?</b>	<b>What support do they provide to your school in relation to children with disabilities? (e.g. Mobilization, identification of PwD, medical support, home based care, rehabilitation, referral, provision of mobility, assistive devices)</b>	<b>Thematic area of service (e.g. inclusive education, health and rehabilitation, eye health, NTD, livelihoods, skills development financing, social protection, social inclusion, empowerment)</b>	<b>Is there a formal or informal mechanism in place for you to co-ordinate your work? Please explain how engagement/collaboration with them is coordinated.</b>

## Capacity of school to provide inclusive education

11. What is your **understanding of Inclusive Education**? (Probe for: what are the characteristics of an inclusive education school)
  
12. Have there been any **actions** taken by the school, over the last 4 years, to promote or strengthen inclusive education at the school? Probe:
  - Please describe the actions taken, and why (or why not)? (e.g. inclusion of children, teaching methods, assessment methods, assistive devices, materials, attitude shifts)
  - How are children with disabilities and their parents included in decision making about their children's needs?
  - Who drove/drives these actions you describe above?
13. What are the key **strengths and challenges** in terms of your **school's ability** to provide inclusive education for children with disabilities? Probe: skills of teachers, attitudes of staff, materials and equipment, infrastructure/facilities

## Capacity building

### **Note to fieldworker:**

- *You will need to reflect on the stats in the section 2, and whether you see that the numbers have increased or decreased for teacher training.*

14. Please tell me about the **inclusive education training** for teachers at the school. Probe:
  - When (year, pre service or in service) and by whom were they trained?
  - Why were they trained? What was the motivation or intention?
  - What content did this training cover? (probe for: coverage of disabilities, methods of accommodating people with disabilities, dealing with stigma)
  - If they were *not trained*, what prevents this from happening?
15. What have been the **strengths** of the inclusive education training and support provided to school teachers? (*probe for: strengths of the training content, methods used, facilitation etc*)
1. What have been the **challenges** of the inclusive education training and support provided to school teachers? (*probe for: challenges of the training content, methods used, facilitation etc*)
16. Since the IE training, have you noticed any changes (positive or negative) in **teachers' skills/ability** to provide:
  - inclusive education for children *with* disabilities ((probe for: assessment, learning methods e.g. one-on-one, assistive technology, alternative materials))
  - education generally for children *without* disabilities?
17. What **other support is provided to teachers** in relation to inclusive education at the school? Probe:
  - Awareness raising
  - Who provides **mentoring/supervision** support to teachers around inclusive education for children with disabilities? Probe: Describe how this support

happens (how often, who is involved, what is discussed, how follow up/problem solving happens)

- Does your organisation have any **minimum standards** for inclusive education? If yes, which standards are being followed? If not, why ?
- What other support is provided to teachers around inclusive education ?

18. How **satisfied are you with the teaching skills** of the teachers when it comes to their teaching skills on inclusive education? Please explain your rating

1. Very satisfied
2. More satisfied than dissatisfied
3. More dissatisfied than satisfied
4. Very dissatisfied

19. What are you specifically satisfied / dissatisfied with?

20. Based on the training they received, do you think the teachers have been **adequately prepared** in order to now provide quality education for children with disabilities? Please explain your answer

### Learning materials and resources

21. Which inclusive education materials, resources or services do you have at this school out of the following categories? Please mark with (x) if used never, initially, sometimes, regularly used these

Category	Aid/adaptation	We have these aids at school	We never used	We initially used	We some times use	We regula rly use
Visual formats	Large print text with high contrast between print and background.					
	Sign language interpreters.					
	Video recordings and descriptive video.					
	Magnification equipment to enlarge printed material or objects.					
	Reduced glare or direct lighting to increase the visibility of print material.					
Tactile formats	Braille to represent text using a raised-dot code that is read by touch with the fingertips.					
	Tactile graphic images designed to be touched rather than viewed.					
	Real objects instead of printed images.					
Auditory formats	Recorded books on audiotape, compact discs (CDs), or as electronic files.					

Category	Aid/adaptation	We have these aids at school	We never used	We initially used	We some times use	We regula rly use
	A screen reader changing digitized text to synthesized speech (text-to-speech).					
Word recogniti on and compreh ension	Books using words and phrases that are less complex than grade-level materials.					
	Portable scanning devices, such as a reading pen, hand-held scanning translator.					
	Hands-on activities, pictures, or diagrams supporting understanding of abstract concepts.					
Listening	Personal audio amplification devices.					
	Amplification systems, such as FM systems.					
Alternat e response modes	A word processor or computer.					
	Assistive technology devices, such as touch screens, trackballs, mouth or headsticks.					
	Word prediction software.					
	A brailier i.e. a braille keyboard for typing text that can be printed in standard print or braille.					
	Portable note-taking devices equipped with a braille or standard keyboard.					
	Voice recorders.					
	Voice recognition software.					
	Sign language.					
	Augmentative and alternative communication					
Handwrit ing	Pencils, markers, or crayons of different diameters.					

Category	Aid/adaptation	We have these aids at school	We never used	We initially used	We some times use	We regularly use
	Grips - these can be made by wrapping a pen or pencil with rubber or foam tubing.					
	High-contrast writing tools, such as markers, felt-tipped pens, or soft lead pencils.					
Mathematics	Calculation devices.					
	Tactile tools and materials including raised line or braille embossed number line.					
	Visual representations displaying simple and complex mathematical concepts and procedures					

22. What have been the **enablers** to accessing and using these materials, resources and services at this school?

23. What have been the **barriers** to accessing and using these materials, resources and services at this school? (*probe for: language, availability of materials, relevance of information, simplicity of communication, maintenance of devices, children cannot take assistive devices home and use to do their homework etc*)

#### Implementing partner (insert name) support to school

24. What support has been provided by **the implementing partner (insert name) to this school**? Probe:

- **awareness raising** about the education needs and challenges of children with disabilities? For whom and how was this done?
- **inclusive education training and support** of the teachers at this school
- **curriculum establishment** at this school? (*probe for: support for establishing relevant, flexible and adaptable curricula*)
- **support for learner assessments** at this school? (*probe for: support for screening, referral, continuous learning assessment etc*)
- **inclusive education resources and materials**?
- **adaptation of the infrastructure for children** with disabilities?

25. How satisfied are you with the support provided by Light for the World's (name partner here) support to your school? Please explain your answer

1. Very satisfied
2. More satisfied than dissatisfied
3. More dissatisfied than satisfied
4. Very dissatisfied

26. What are you specifically satisfied with, and what are you dissatisfied with? Why?

27. What has been **most useful** about the support that they have provided? Why?

28. What has been **least useful** about the support that they have provided? Why?
29. What kind of support does the IP (name) or its partners provide in the **local community**? Probe: inclusive education and other services.

#### **Recommendations**

30. How do you think the **quality of education provided by this school for children with disabilities can be strengthened** to ensure that they are better supported (in terms of their *disability needs* and also in terms of being *treated with dignity and respect*) ?
31. How do you think the **services for children with disabilities generally can be strengthened** to ensure that they are better supported?
32. What would you recommend for **strengthening the support provided to this school** by Light for the World and its partner organisations?

**Thank you for your time and input.**

## Appendix F4: Structured and semi-structured Questionnaire for Teachers

Semi-structured interview: Teacher/Lecturer -  
School)



UNIVERSITY OF CAPE TOWN  
IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD

This interview takes approximately 1,5 hour to complete

<b>Country, province, district:</b>	
<b>Name of implementing partner organisation:</b>	
<b>Name of school:</b>	
<b>Pre, Primary or secondary school or TVET:</b>	
<b>Urban or rural area:</b>	
<b>Respondent's name:</b>	
<b>Position:</b>	
<b>Respondent's telephone no.:</b>	
<b>Respondent's email:</b>	
<b>Date and venue of interview:</b>	
<b>Interviewer's name:</b>	

This evaluation aims to improve the way the inclusive education programme in Ethiopia is delivered. We are trying to find out how well the inclusive education programme of Light for the World's One Class for all Programme (OCFA) is implemented given the programme theory.

This research has been approved by the Commerce Faculty Ethics in Research Committee.

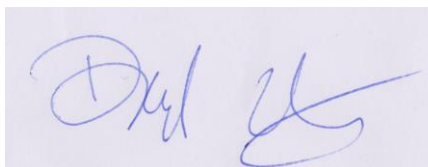
\* Your participation in this research is voluntary. You can choose to withdraw from the research at any time.

\* You will not be requested to supply any identifiable information, ensuring anonymity of your responses if you wish to.

When you agreed a few weeks ago when (name the project partner or evaluators name) approached you to take part in inclusive education study, you have had time to consider this now. Are you still happy to be part of the study – remember you can withdraw at any time?

The interview will take approximately 1,5 hours to complete. All information that you choose to give us will not be linked to your name.

If you have any questions at a later stage about the evaluation, please feel free to contact the researcher, Birgit Muellegger, [b.muellegger@light-for-the-world.org](mailto:b.muellegger@light-for-the-world.org)



Researcher: Birgit Muellegger and team

I would like to give you now a few moments to go through the consent form and sign it.

With this in mind, I would like you to share your experiences, views, knowledge and opinions with us. The information gathered will be reported on, but you will not be singled out in the findings nor will your identity be disclosed unless you agree that it can or should be disclosed.

#### Introduction

1. Please give me a brief overview of **your role** at this school/TVET college? **Probe:** How long have you been working at this school? What is your education training level? What class/grade do you teach at this school?

#### School data

- 2.

Question	2020	
Number of learners in your class		
Number of learners with disabilities in your class (as at beginning of school year)		Please specify the number for each type of disability: Blind Partially sighted Deaf Hard of Hearing Deafblind Physically impaired (wheelchair users, missing limb, clubfoot, spinal cord injury, Spina Bifida, etc.) Cerebral Palsy Intellectual disability (e.g. microcephalus, often Down Syndrome, etc.)

		Autism and Asperger Persons with mental health issues (Schizophrenia, depression, Post Traumatic Stress, etc; excluding autism) Epilepsy and Nodding Disease Multiple Disabilities Other  Not sure:
Number of teachers/lecturers, teaching assistants or other staff with disabilities at the school		
Have you been trained in inclusive education	Any year	

3. When and why did the children with disabilities attend this school? (*probe for: were they referred by someone such as a CBR worker, parents sent them etc*)
4. Does the school have an active parent platform? If yes, does this contribute to create a positive environment in the school?

### Implementation of inclusive education services

#### Access, availability and reach

##### **Note to fieldworker:**

- You will need to reflect on the stats in the previous section, and whether you see that the numbers have increased or decreased for children with disabilities, etc.

5. Tell me about the **profile of the learners with disabilities in you school/Tvet**. Probe: age, type of disability, gender, where they are from (rural/urban), who they live with, etc.?
6. How did the children with disabilities **end up being enrolled** at your school/TVET? Probe:
  - **Who** brought them or referred them to the school?
  - How do you generally go about **identifying children with disabilities** in the community or at your school?
  - Why do you think there are more/less<sup>2</sup> children with disabilities at your school in 2020?
  - What have been the strengths in terms of your strategies used to **enrol children at school**?
7. In your knowledge, are there **children with disabilities that currently do not come to school**? Probe:
  - What is the **profile** of these children? *Probe:* age, type of disability, gender, where they are from (rural/urban), who they live with, etc.?

<sup>2</sup> Check stats

- What about children with **multiple disabilities**? Are they able to access the school?
  - **Why** do you think you are not being enrolled in school? *Probe: is it easy for PwD to access your service (think about the costs involved, facilities available to accommodate them, distance to reach service, etc.)*
  - Do you think that there are **other issues that may affect enrolment** in school? (e.g. at community level, perceptions of children with disabilities, traditional leaders/healers, how they get treated?)
8. Can you tell me if the school **creates awareness around education for children with disabilities**? *Probe: Please describe how you do this:*
- *Who has been targeted (e.g. family/community), method used to target them (e.g. drama, pamphlets, radio, etc.), where have they been targeted, type of message / information shared)*
  - What do you think are your **strengths and challenges** in the strategies that you use to create awareness about education for children in school?
9. Reflecting on the statistics on **drop out**, why do you think children with disabilities have dropped out of school? *Probe: factors at the school, community, etc.?*

### Infrastructure and accessibility

10. How **accessible** is this school for people with disabilities? With regards to the following – please explain your answer for each:
5. **Financial** access (e.g. transport costs of families)
  6. **Geographical** access (e.g. distance from home to school)
  7. **Physical** access (e.g. adaptation of infrastructure)
  8. **Administration or enrolment** criteria/processes
11. What changes have been made to **adapting the infrastructure** for children with disabilities within the past 4 years? *Probe for:*
- School (ramps etc)
  - Classrooms and playground
  - Toilets and washing facilities
  - Transport to and from school
  - Other:

### Capacity of school to provide inclusive education

12. What is your **understanding of Inclusive Education**? (*Probe for: what are the characteristics of an inclusive education school*)
13. Have there been any **actions** taken by the school, over the last 4 years, to promote or strengthen inclusive education at the school? *Probe:*
- Please describe the actions taken, and why (or why not)? (e.g. inclusion of children, teaching methods, assessment methods, assistive devices, materials, attitude shifts)
  - How are children with disabilities and their parents included in **decision making** about their children's needs?
  - Who **drove/drives these actions** you describe above?
14. What are the key **strengths and challenges** in terms of your **school's ability** to provide inclusive education for children with disabilities? *Probe: skills of teachers, attitudes of staff, materials and equipment, infrastructure/facilities*

## Capacity building

15. Please tell me about the **inclusive education training** that you attended. Please provide the following details:

Type of training (pre service or inservice)	When attended (year)	Who conducted training (institution or organisation)	How long was training (days)	Training content (what topics were covered) (e.g. which disabilities, methods of accommodating people with disabilities, dealing with stigma)	Were people with disabilities involved in providing the training?

- Why were you trained? What was the motivation or intention?
- If you were *not trained*, why not?

16. How satisfied are you with the training? Please explain your rating

5. Very satisfied
6. More satisfied than dissatisfied
7. More dissatisfied than satisfied
8. Very dissatisfied

17. What are you specifically satisfied / dissatisfied with?

18. What have been the **strengths** of the inclusive education training that you received? (*probe for: strengths of the training content, methods used, facilitation etc*)

19. What have been the **challenges** of the inclusive education training that you received? (*probe for: challenges of the training content, methods used, facilitation etc*)

20. Since the IE training, have you noticed any changes (positive or negative) in **your skills/ability** to provide:

- inclusive education for children *with* disabilities (probe for: assessment, learning methods e.g. one-on-one, assistive technology, alternative materials)). PLEASE PROVIDE AN EXAMPLE OR 2 of how you have accommodated a child with disabilities in your class.
- education generally for children *without* disabilities?

21. What **other support is provided to you** in relation to inclusive education at the school? Probe:

- **Awareness raising**
- Who provides **mentoring/supervision** support to you around inclusive education for children with disabilities? Probe: Describe how this support happens (how often, who is involved, what is discussed, how follow up/problem solving happens)

- Does your school have any **minimum standards** for inclusive education? If yes, which standards are being followed? If not, why ?
22. What have been the **strengths** of the inclusive education support that you received ?  
(*probe for: strengths of the training content, methods used, facilitation etc*)
23. What have been the **challenges** of the inclusive education support that you received?  
(*probe for: challenges of the training content, methods used, facilitation etc*)
24. Based on the training they received, do you think the teachers have been **adequately prepared** in order to now provide quality education for children with disabilities?  
Probe: What are the gaps in your knowledge or skills to provide inclusive education ?

### Learning materials, curricula and resources

25. In terms of the learning curriculum,
- To what extent does the curriculum include all children regardless of their disability or age?
  - Are there types of disabilities you feel the school is not able to cater for? (e.g. blindness, multiple disabilities)
  - Does the curriculum allow for variation in working methods accommodated children with learning difficulties or disabilities? Please provide examples. Probe:
    - Various assessment methods
    - Allow more time in the classroom and for assessments to accommodate disability
    - Are visuals / diagrams described (written or orally) to explain for learners with visual impairments?
    - Are play and sports within the school accommodating children with disabilities? Are they playing with non-disabled learners or are they separate.
26. Which inclusive education materials, resources or services do you have at this school out of the following categories? Please mark with (x) if used never, initially, sometimes, regularly used these (SEE LIST IN APPENDIX 3)
27. What have been the **enablers** to accessing and using these materials, resources and services at this school?
28. What have been the **barriers** to accessing and using these materials, resources and services at this school? (*probe for: language, availability of materials, relevance of information, simplicity of communication, maintenance of devices, children cannot take assistive devices home and use to do their homework etc*)
29. Are there any additional materials, resources, services which you still require for your lessons? Please explain

### Implementing partner (insert name) support to school

30. What support has been provided by **the implementing partner (insert name) to this school**? Probe:
- **awareness raising** about the education needs and challenges of children with disabilities? For whom and how was this done?
  - **inclusive education training and support** of the teachers at this school
  - **curriculum establishment** at this school? (*probe for: support for establishing relevant, flexible and adaptable curricula*)

- **support for learner assessments** at this school? (*probe for: support for screening, referral, continuous learning assessment etc*)
  - **inclusive education resources and materials?**
  - **adaptation of the infrastructure for children** with disabilities?
31. How satisfied are you with the support provided by Light for the World's (name partner here) support to your school? Please explain your answer
- Very satisfied
  - More satisfied than dissatisfied
  - More dissatisfied than satisfied
  - Very dissatisfied
32. What are you specifically satisfied with, and what are you dissatisfied with? Why?
33. What has been **most useful** about the support that they have provided? Why?
34. What has been **least useful** about the support that they have provided? Why?
35. What kind of support does the IP (name) or its partners provide in the **local community**? Probe: inclusive education and other services.
36. How satisfied are you with the support provided by Light for the World's (name partner here) around the provision of learning materials and resources? Please explain your answer
- Very satisfied
  - More satisfied than dissatisfied
  - More dissatisfied than satisfied
  - Very dissatisfied

#### Recommendations

37. How do you think the **quality of education provided by this school for children with disabilities can be strengthened** to ensure that they are better supported (in terms of their *disability needs* and also in terms of being *treated with dignity and respect*) ?
38. How do you think the **services for children with disabilities generally can be strengthened** to ensure that they are better supported?
39. What would you recommend for **strengthening the support provided to this school** by Light for the World and its partner organisations?

Opinion Questions from Global Partnership for Education (**fieldworker to complete if sufficient time**)

Question	Strongly disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Strongly agree
For children with physical and sensory disabilities, it is better to live in family than in specialized care institutions					
Children with physical and sensory disabilities have a negative impact on everyday life of other children in the family					

For children with physical and sensory disabilities, it is better to attend mainstream schools than special schools					
Children with physical and sensory disabilities attending mainstream schools have a negative impact on the work of other students					
Children with physical and sensory disabilities can achieve a lot in life if they are supported					
For children with intellectual disabilities, it is better to live in family than in specialized care institutions					
Children with intellectual disabilities have a negative impact on everyday life of other children in the family					
For children with intellectual disabilities, it is better to attend mainstream schools than special schools					
Children with intellectual disabilities attending mainstream schools have a negative impact on the work of other students					
Children with intellectual disabilities can achieve a lot in life if they are supported					

**Thank you for your time and input.**

## Appendix F5: Focus group discussion Guideline for Teachers



This evaluation aims to improve the way the inclusive education programme in Ethiopia is delivered. We are trying to find out how well the inclusive education programme of Light for the World's One Class for all Programme (OCFA) is implemented given the programme theory.

Please note that the University of Cape Town's Research in Ethics Committee has given us permission to use the questions that you will find below.

When you agreed a few weeks ago when (name the project partner or evaluators name) approached you to take part in inclusive education study, you have had time to consider this now. Are you still happy to be part of the study – remember you can withdraw at any time?

The interview will take approximately 1,5 hours to complete. All information that you choose to give us will not be linked to your name.

If you have any questions at a later stage about the evaluation, please feel free to contact the researcher, Birgit Muellegger, [b.muellegger@light-for-the-world.org](mailto:b.muellegger@light-for-the-world.org)

A handwritten signature in blue ink, appearing to read 'Birgit Muellegger'.

Researcher: Birgit Muellegger and team

Date:

Name of participant	Signature of participant	Permission for recording:	You would like to stay anonym
		yes no	yes no
		yes no	yes no
		yes no	yes no
		yes no	yes no
		yes no	yes no
		yes no	yes no
		yes no	yes no

Name of school:	Date of Assessment: __/__/_____
District of the school:	Name of person doing Assessment:
Name of teacher:	
Name of teacher:	
Name of teacher:	
Name of teacher:	
Name of teacher:	
Name of teacher:	
Name of teacher:	

**Evaluation Focus Group:** Interview with a group of inclusive education teachers in selected schools to get their perspectives on and experience with the inclusive education programme

**Participants:** 6 teachers, facilitator and note taker

**Setting:** Small conference room in the school

**Group:** homogenous, participants are no strangers

**Time:** 1,5 hours

Special attention is given that the discussion is not dominated by one or two people and that all are encouraged to share their perspectives. It will not be a problem solving or decision-making process but an interview.

**Content:**

1. Introduction from the facilitators about the evaluation and why we are here
2. Brief introduction round: Everyone tells their name, short history and why they think they were invited to this FG discussion.
3. Questions

**Questions: Discussion on Inclusive Education Training (30 minutes)**

- a. How was the process to undertake the inclusive education training? (was it difficult, cumbersome or an easy process) /
  - i. Wall – Spiderweb
- b. Who do you think were the facilitators or barriers to undertake the training?
  - i. Wall spiderweb
- c. What would you say about the quality of the training?
- d. Based on this training do you think that you were adequately prepared in order to now provide quality education for children with disabilities? Please tell me a little bit about it. What makes you being a good inclusive education teacher?

**Partner support (30 minutes)**

- e. Which support did you get from Light for the World`s partner (name partner here)?  
SWOT
- f. What would you say about this support?
- g. If I could have followed you during the support of (name the partner organisation) the last years. What experiences would I observe you having?
- h. To end with, could you mention briefly if this support was four you satisfactory?

**Resources and Material use (30 minutes)**

If I follow you through a normal day teaching, which inclusive education material\*, resources or services would you use? (SEE LIST IN APPENDIX 3)

## Appendix F6: Structured Observations for Teachers, Children, and Schools



**Observation schedule for lesson** (Global Partnership for Education, 2019; UNESCO Bangkok & Regional Bureau for Education for Asia and the Pacific, 2004; USAID Ethiopia, 2017)

<b>Country / province:</b>	
<b>Name of school:</b>	
<b>Name of teacher:</b>	
<b>Number of assistants:</b>	
<b>Class/grade:</b>	
<b>Number of children in the classroom:</b>	
<b>Number of children with disabilities included:</b>	
<b>Date of classroom observation:</b>	
<b>Start time:</b>	
<b>Finish time:</b>	
<b>Name of observer:</b>	

### Instructions to observer:

The purpose in conducting this observation is to observe teachers in maintaining an environment that is safe, conducive to learning and mindful of child rights.

Your observation should be conducted during at least one class

This observation schedule should be used as guide for teacher and learner behaviours and areas to be observed throughout one lesson. Indicate the rating you have given by placing an X in the relevant column next to the aspect being rated. Please ensure that all aspects are observed and always write comments to justify the allocated rating.

Before you begin the observation, please ensure that you have gained prior permission from the teacher to observe the lesson and have read out the introduction below.

Please tick the appropriate box (Never, rarely, sometimes, frequently, all the time) based on your observations and provide brief comments on each criteria where appropriate.

**Introduction to teacher**

Hi, my name is \_\_\_\_\_ and I am a consultant for Southern Hemisphere. We have been commissioned by Light for the World (Austria) to conduct a formative evaluation of the five-year (i.e. 2016-2020) country strategies in three countries, namely; Burkina Faso, Ethiopia and Mozambique.

The overall purpose of this implementation evaluation is to inform programme improvement.

For this reason, we are interested in getting information from key stakeholders and sites.

We appreciate this opportunity to observe your activity.

**CLASSROOM SPACE**

--

**School observation**

There are ramps for a person in a wheelchair to access all other school facilities (such as classrooms, and to get in and out of the school.)

(A) Yes      ( B) No

There is a toilet or urinal, and the toilets and urinals are accessible so that a person with a disability can use easily access them (e.g. no stairs, a wide door, handrails, good lightening, etc...)

(A) Yes      ( B) No

Adequate lighting, natural or powered to support low vision students

(A) Yes      ( B) No

Check the standard against the following list of indicators e.g.:

1. Width of doors within school to accommodate a standard wheelchair

(A) Yes ( B) No

2. Ramps provided to enable wheelchair access built at International Standard Organisation (ISO) gradient

(A) Yes ( B) No

3. Sound proofing, noise levels, quiet spaces to support students with low hearing or ADHD

(A) Yes ( B) No

### TEACHER BEHAVIOUR

Question	Never	Rarely	Sometimes	Frequently	All the time
Teacher ensures that students are paying attention before beginning an activity or asking a question (in especially children with disabilities)					
Comment					
Teacher speaks facing the class and his or her mouth is not obstructed					
Comment					
Teacher utilises teacher assistants as resources to give attention and support for children with disabilities					
Comment					
Children with disabilities or vulnerable to exclusion					

Question	Never	Rarely	Sometimes	Frequently	All the time
receive specific attention from the teacher if required					
Comment					
Teacher writes lesson objective on the board					
Comment					
Teacher repeats questions at least once to ensure that vulnerable to exclusion and disabilities have understood the question					
Comment					
How often did the teacher repeat her or his responses to ensure that children vulnerable to exclusion and disabilities have understood the response?					
Comment					
How often did the teacher orally describe pictures or illustrations used for the lesson?					
Comment					

### CHILDREN'S BEHAVIOUR

Question	Never	Rarely	Sometimes	Frequently	All the time
The learners are interested and actively involved during the lesson  (Explanation: "Active" meaning focused on the task, involved, showing focus, attention)					
Comment					

Question	Never	Rarely	Sometimes	Frequently	All the time
The learners are having fun during the lesson (Explanation: "Fun" meaning engaging, being playful and enjoying it)					
Comment					
Learners show consideration for each other (share materials, show respect, no bullying, etc.)					
Comment					
Children with disabilities or vulnerable to exclusion are engaging in classes					
Comment					

### Child observation

Total number of children present
Total number of children with disabilities present

How many children are you observing today?
(A) 1      (B) 2      (C) 3      (D) 4      (E) 5

The children with disabilities are seated where the light is best.		
Child 1	(A) Yes	(B) No
Child 2	(A) Yes	(B) No
Child 3	(A) Yes	(B) No
Child 4	(A) Yes	(B) No
Child 5	(A) Yes	(B) No

The student is seated at the front of the room.

Child 1	(A) Yes	( B) No
Child 2	(A) Yes	( B) No
Child 3	(A) Yes	( B) No
Child 4	(A) Yes	( B) No
Child 5	(A) Yes	( B) No

Name of Child	Sex	Type of Disability* of child	During group work, is the student seated in a circle with peers to facilitate communication?	Are questions repeated or rephrased as needed for this student?	Is extra time given to this student to respond to questions?

Name of Child	**How is the student's engagement in class?	***How is the student's interaction with peers?	Did any of the observed students provide an individual response during the class? (response to a question by the teacher)	Did any of the observed students ask the teacher a question during the class?

\* Possible types of vulnerabilities/disabilities from APOM tool

\*\* Engagement in class:

- (1) On-task behaviour – focused on the teacher, the class, or on the work assigned
- (2) Off-task behaviour – Not focused on the teacher or what the class or group is doing.
- (3) Disruptive - speaking out of turn, not sitting, making noise, fighting or talking with other children etc.

\*\*\* Interaction with peers

- (1) Interacting positively – talks appropriately with classmates, engages in group discussions, takes turns, plays appropriately with peers outside etc.
- (2) Interacting negatively –speaks inappropriately, disrupts group work, is aggressive (hits, kicks, insults, etc.),
- (3) No interaction – sits alone

## **MATERIALS**

Question	Never	Rarely	Sometimes	Frequently	All the time
Teachers adapt their teaching lesson material so that children with disabilities or vulnerable to exclusion are accommodated					
Comment					
Children with disabilities or vulnerable to exclusion are provided with adapted disability specific learning material & support (Eg. Braille sheets/books, speech recording, large prints, hearing aids, visual aids (lenses, magnifiers), Sign language interpreters, etc.					
Comment					
Did the teacher use a self-made teaching aid to support her instruction?					
Comment					
If yes, was this material specifically in support of children with disabilities?					
If yes, specify what material was used? (write down all)					

<b>Instruction: Please tick the appropriate box (yes or no) based on your observations of materials being used during the lesson.</b>			
Category	Aid/adaptation	Yes	No
Visual formats	Large print text with high contrast between print and background.		
	Sign language interpreters.		
	Video recordings and descriptive video.		

	Magnification equipment to enlarge printed material or objects.		
	Reduced glare or direct lighting to increase the visibility of print material.		
Tactile formats	Braille to represent text using a raised-dot code that is read by touch with the fingertips.		
	Tactile graphic images designed to be touched rather than viewed.		
	Real objects instead of printed images.		
Auditory formats	Recorded books on audiotape, compact discs (CDs), or as electronic files.		
	A screen reader changing digitized text to synthesized speech (text-to-speech).		
Word recognition and comprehension	Books using words and phrases that are less complex than grade-level materials.		
	Portable scanning devices, such as a reading pen, hand-held scanning translator.		
	Hands-on activities, pictures, or diagrams supporting understanding of abstract concepts.		
Listening	Personal audio amplification devices.		
	Amplification systems, such as FM systems.		
Alternate response modes	A word processor or computer.		
	Assistive technology devices, such as touch screens, trackballs, mouth or headsticks.		
	Word prediction software.		
	A braille i.e. a braille keyboard for typing text that can be printed in standard print or braille.		
	Portable note-taking devices equipped with a braille or standard keyboard.		
	Voice recorders.		
	Voice recognition software.		
	Sign language.		
	Augmentative and alternative communication		

Handwriting	Pencils, markers, or crayons of different diameters.		
	Grips - these can be made by wrapping a pen or pencil with rubber or foam tubing.		
	High-contrast writing tools, such as markers, felt-tipped pens, or soft lead pencils.		
Mathematics	Calculation devices.		
	Tactile tools and materials including raised line or braille embossed number line.		
	Visual representations displaying simple and complex mathematical concepts and procedures		

**Additional comments by the observer (if applicable):**

Appendix G: Consent form (English and Amharic)



**የላይት ፎር ዘወርልድ የአምስት አመት ሀገራዊ እስትራቴጂ ግምገማ**  
**መረጃ ለመስጠት ትብብርን መግለጫ ቅፅ**  
**ለፕሮጀክት ተጠቃሚዎች**  
**የመወያያ ቅፅ**

**ስለ እኛ መረጃ**

ሰላም፣ ስሜ \_\_\_\_\_ ይባላል የምሰራው ስራ ሳውዘርን ሂሜስፊር በሚባለው ደቡብ አፍሪካ በሚገኘው የጥናትና የማማከር ድርጅት ውስጥ በተመራማሪነት ነው።

**የመጣንበት አላማ**

በአሁኑ ሰዓት ሳውዘርን ሂሜስፊር የጥናትና የማማከር ድርጅት በቡርኪናፋሶ ፣ በኢትዮጵያ እና በሞዛምቢክ በላይት ፎር ዘወርልድ የሚተገብረውን የአምስት አመት እስትራቴጂ ለመገምገም ነው። ላይት ፎር ዘወርልድ በአሁኑ ሰዓት የተለያዩ አጋር ድርጅቶችን በመርዳት አካል ጉዳተኞችን ተጠቃሚ የሚያደርግ ፕሮግራም ተግባራዊ በማድረግ ላይ ይገኛል። እነዚህን ፕሮግራሞች የሚያተኩሩት በአይን ጤና፣ ፣አካል ጉዳተኞችን አጠቃላይ ጤና እና የተሀድሶ አገልግሎት ተጠቃሚ ማድረግ ፣አካል ጉዳተኞችን ተደራሽ የሚያደርግ አካቶ ትምህርት ፣አካል ጉዳተኞችን በኢኮኖሚ እራስን በማስቻል እና እንደማንኛውም ሰው በማህበረሰቡ ውስጥ ከማህበሩ ጋር ተቀላቅለው ተሳታፊ እንዲሆኑ የሚያስችል ፕሮጀክት ላይ ነው።

የዚህ ግምገማ ወይም ጥናት አላማ የላይት ፎር ዘወርልድ የአምስት አመት እስትራቴጂ እንዴት እንደተቀረፀ እና አፈፃፀሙን ለማየት ያስችላል። በተጨማሪም የትኞቹ የእስትራቴጂ ክፍሎች ውጤታማ እና ደካማ የሆኑትን ለመለየት ያስችላል። በዚህ ጥናት የሚገኘው መረጃ በኢትዮጵያ፣ በቡርኪናፋሶ እና በሞዛምቢክ የተሻለ እስትራቴጂ ለቀጣይ ዓመታቶች ለመቅረፅ ያስችላል ።

**በዚህ ጥናት ውስጥ የእርስዎ ተሳትፎ**

አሁን እርስዎን የምንጠይቀው በዚህ ቃለመጠይቅ ለመሳተፍ ፍቃደኛ መሆንዎንን ለማረጋገጥ ነው። በዚህ ቃለመጠይቅ ውስጥ ድርጅትዎ ከላይት ፎር ዘወርልድ ፕሮግራምና አገልግሎት ስላገኙት ድጋፍ ለመረዳት የተለያዩ ጥያቄዎችን እንጠይቅዎታለን። በተጨማሪም በዚህ ቃለመጠይቅ ውስጥ በላይት ፎር ዘወርልድ ያልዎትን ምልክታ ማለትም ጥንካሬ ጎን ወይም ደካማ ጎን የተረዱትን እንጠይቅዎታለን። በተጨማሪም እንዲገነዘቡ የምንፈልገው ቃለመጠይቁ በፍቃደኝነት ላይ የተመሰረተ ሲሆን በቃለመጠይቁ መሳተፍ ካልፈለጉ ቃለመጠይቁን በፈለጉት ጊዜ ማቋረጥ ይችላሉ። በተጨማሪም መመለስ የሚፈልጉትን ጥያቄዎች ብቻ መርጠው መመለስ ይችላሉ። ቃለ መጠይቅዎችን ለማቋረጥ ከወሰኑ በውሳኔዎች ላይ የሚመጣ ምንም ዓይነት ተፅዕኖ እንደማይኖር ግንዛቤ እንዲወስዱ እንፈልጋለን።

**የመረጃ ሚስጥራዊነት**

በቃለመጠይቁ ጊዜ የሚሰጡት መልስ በመጠየቅ ቅፅ ላይ የሚፃፍ ይሆናል። ቃለመጠይቁ እንደተጠናቀቀ ማስታወሻችን ላይ የያዝነው መረጃ ወደ ኮምፒውተር በመገልበጥ በጥናቱ ላይ የተሳተፉ ሰዎች ብቻ መረጃውን እንዲጠቀሙበት ይደረጋል። እርስዎ የሚሰጡን መረጃ ለጥናት አላማ ብቻ የሚውል ነው። በመሆኑም የእርስዎን የግል ሁኔታ የሚገልፅ መረጃ ለሶስተኛ ወገን የማይገለፅ መሆኑን ግንዛቤ እንዲወስዱ እንፈልጋለን። ይህም ማለት አጥኚዎቹ የእርስዎን ስም ከሰጡት መልስ ጋር የሚያዛምዱት አይሆንም ወይም ስምዎን በጥናት ውስጥ አይገለፅም።

**በጥናቱ ሊመጡ የሚችሉ ችግሮችን በተመለከተ**

እርስዎ በዚህ ጥናት ውስጥ በመሳተፍዎ ምንም ዓይነት ጉዳት እንደማይደርስበት እንገነዘባለን። በተጨማሪም የምናስገነዝቦት ይህ ጥናት ለእርስዎ ምቹ በሆነ ሁኔታ ይካሄዳል።

**በጥናቱ በመሳተፍዎት የሚገኝ ጥቅም**

እርስዎ በዚህ ጥናት ላይ በመሳተፍዎ በቀጥታ ለእርስዎ ጥቅም ሊያስገኝ አይችልም፤ ነገር ግን ከእርስዎ የምናገኘው መረጃ ወደ ፊት በላይትፎር ዘወርልድ ለሚቀርፀው ሀገራዊ የልማት እስትራቴጂ ላይ ከፍተኛ አጋዥነት ይኖረዋል።

**መረጃዎችን በድምፅ ለመቅረፅ የእርስዎ ፍቃድን**

በመቀጠል በእኔ እና በእርስዎ መካከል የሚደረገውን ቃለመጠይቅ ወይም በድምፅ ለመቅረፅ እንድችል ፍቃድዎን እንዲሰጡኝ እጠይቃለሁ። ይህም የሚደረገው እያንዳንዱ የሰጡት መረጃ ከቃለመጠይቁ በኋላ ማስታወስ ሊከብድ ስለሚችል ነው። የተቀረፀውን ድምፅ ሪፖርት ለመፃፍ ያግዘናል። የሚቀረፀው ድምፅ በኮምፒውተራችን ላይ ይክመንት የሚደረግ ሲሆን እኔና የጥናቱ ተሳታፊዎች ብቻ የሚያዳምጡት ይሆናል።

**የሚፈጀው ጊዜ**

ይህ ቃለመጠይቅ በግምት ለማጠናቀቅ እስከ ሁለት ሰዓት ይፈጃል።

**ተጨማሪ ጥያቄዎችና ግብረመልስ ካሉት**

እርስዎ የጥናቱን ጥቅል መረጃ ለማየት ከፈለጉ የእርስዎን የግል አድራሻ የምንወስድ ሲሆን ላይት ፎር ዘወርልድ መረጃውን እንዲሰጥዎት መጠየቅ ይችላሉ። በተጨማሪም ስለ ጥናቱ ተጨማሪ ጥያቄዎች ካለዎት ዊልሚያ ዊስልስ ዚርጎግል (የጥናቱ ፕሮጀክት መሪ) ጋር በሚከተለው አድራሻ መደወል ወይም ኢሜይል ማድረግ ይቻላል። እንደአማራጭ ናን ዳቪስ ፕሮጀክት ማናጀር መደወል ወይም ኢሜይል ማድረግ ይቻላል። አድራሻቸውም እንደሚከተለው ይገለጻል።

ልማ ፣ዊስልስ፣ዚርጎግል  
(የጥናቱ ፕሮጀክት መሪ)  
ሳውዘርን ሂሜስፊር  
ስልክ: +43 (0) 664 135 3378  
ኢሜል: MLLBIR002@myuct.ac.za

**በጥናቱ ለመሳተፍ ፈቃደኝነትን ስለመግለፅ**

እኔ የላይት ፎር ዘወርልድ የአምስት አመት ሀገራዊ እስትራቴጂ ግምገማ አስመልክቶ ለሚደረገው ቃለመጠይቅ ለመሳተፍ ፍቃዴን እገልጻለሁ። በመሆኑም በጥናቱ ላይ ስሳተፍ በነጻ እና ያለምንም ተፅዕኖ የተደረገ መሆኑን አረጋግጣለሁ። በተጨማሪም በማንኛውም ሰዓት ቃለመጠይቁን ማቆም እንደምችል የተገነዘብኩ ሲሆን ይህንን

ውሳኔ በምወስንበት ጊዜ ምንም ዓይነት አሉታዊ ተፅዕኖ እንደማያሳድርብኝ ተገንዝቤአለሁ። በጥናቱ ላይ በምሳተፍበት ጊዜ በቀጥታ በግሌ ተጠቃሚ እንደማያደርገኝ ተገንዝቤአለሁ። ተሳትፎ ወይም የምሰጠው መረጃ በምስጥራዊነት እንደሚያዝ ግንዛቤ ወስጃለሁ። የምሰጠው መረጃም በኮምፒውተር ውስጥ በጥንቃቄ የሚያዝ ሲሆን ለጥናቱ አላማ እና ለወደፊቱ እስትራቴጂ ቀረፃ ላይ ሊጠቀሙበት ይችላሉ።

የተሳታፊው ስም	
የተሳታፊው ፊርማ	
ቀን	

**መረጃ በድምፅ እንዲቀረፅ ፈቃደኝነትን ስለመግለፅ**

እኔ የምሰጠው መረጃ በድምፅ እንዲቀረፅ ፈቃደኛ ነኝ

የተሳታፊዎች ፊርማ	
<b>እማኝ</b>	
የእማኝ ስም	
ፊርማ	
ቀን	

**EVALUATION OF LIGHT FOR THE WORLD'S OCFA PROGRAMME  
INFORMATION AND CONSENT FORM  
Semi-structured Interview (SSI) and Key Informant Interview (KII)**



**Introduction**

Hello, my name is *Birgit Müllegger* I am a researcher from the University of Cape Town.

**What this project is about**

We are conducting an evaluation of Light for the World's (LFTW) Inclusive Education Programme in Ethiopia.

The purpose of this evaluation is to assess how LFTW's inclusive education programmes are implemented, and how their service delivery and service utilisation work. This information will be used to inform strategies for Ethiopia inclusive education programme going forward.

**Your participation**

We are asking whether you are happy to participate in one interview. During this discussion we will be asking you questions about the LFTW country strategy and about the programmes that LFTW and its partners have implemented. We would like you to share your views and opinions about the strategy, the programmes and the services delivered to people with disabilities – and what you thought were the key strengths – and challenges – related to them.

Your decision to participate in this study is completely voluntary. You may withdraw from the study at any time without having to provide an explanation. You may also choose not to answer any questions that you are not comfortable with, without providing any reasons. Not participating in the study or withdrawing from the study at any point will not result in any penalty or negative consequences for you.

**Confidentiality**

Your responses will be captured in the form of notes. Once the interview is finished, these notes will be stored electronically in a secure environment that will only be accessible to the research team. The information will only be used for research purposes. You will not be requested to supply any personal or identifiable information and the research team will not present the information in any way that will reveal who you are. Thus the researchers will not link your name with any of your responses, or name you as a participant in this study in any of the reports that will be prepared for LFTW.

**Risks/discomforts**

There are no known risks or dangers associated with your participation in this study.

**Benefits**

There are no immediate benefits to you as a result of your participation in this study. However, we believe that the information that we collect will assist a great deal with the future development of LFTW country strategies.

**Permission to record**

With your permission, the interview will be audio recorded. This will allow us to capture everything that is said, as we may not be able to capture everything or remember everything that was said following the interview. We will not share this recording with anyone outside of the research team.

**Time commitment**

The interview will take approximately 2 – 2,5 hours. Please note, however, that you are free to stop the interview at any time.

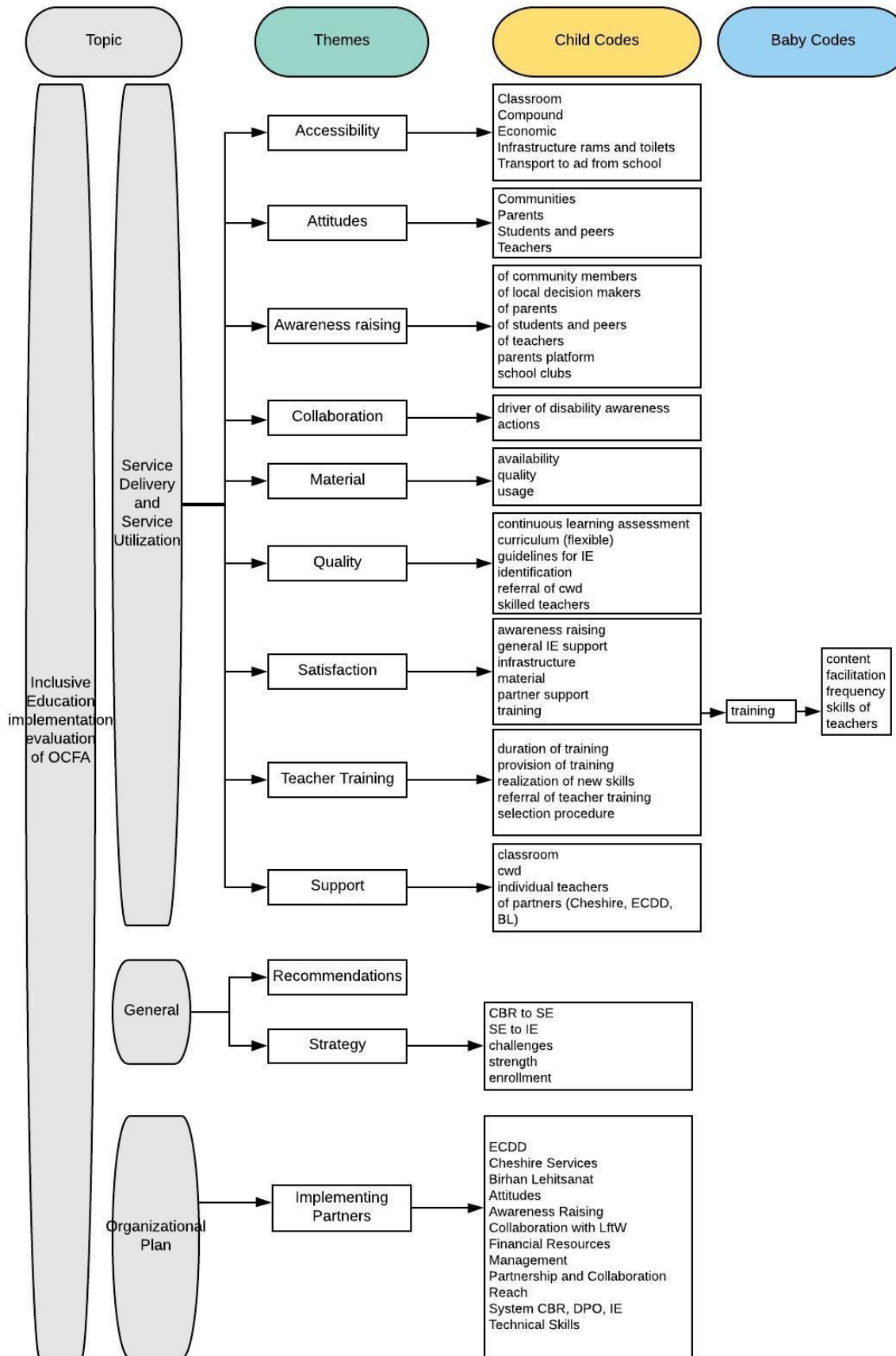
**Feedback and questions**

If you would like us to share a summary of the results of this study, we will take your contact details and ask LFTW to share these with you. If you have any questions about this study you can call or email Birgit Muellegger who is the project team leader.

Ms Birgit Muellegger  
 University of Cape Town  
 Tel: +43 (0) 664 135 33 78  
 Email: MLLBIR002@myuct.ac.za

<b>CONSENT FOR PARTICIPATION</b>	
I hereby agree to participate in the interview for the Light for the World`s Inclusive Education evaluation. I understand that I am participating freely and without being forced to do so. I also understand that I can stop participating at any point should I not want to continue and that this decision will in no way affect me negatively. I understand that this is a research project whose purpose is not necessarily to benefit me personally in the immediate or short term. I understand that my participation will remain confidential. I understand that the information that I provide will be stored electronically and will be used for research purposes now or at a later stage.	
Name of participant:	
Signature/mark of participant:	
Date:	
<b>CONSENT FOR RECORDING</b>	
I hereby agree to the recording of my input.	
Signature/mark of participant:	

## Appendix H: Coding structure for qualitative data analyses





## MEMORANDUM OF UNDERSTANDING

(herein after referred to as “MOU”)

BETWEEN

**FEDERAL DEMOCRATIC OF ETHIOPIA,  
MINISTRY OF EDUCATION**

(herein after referred to as “MoE”)

AND

**LIGHT FOR THE WORLD INTERNATIONAL**

(herein after referred to as “LFTW”)

**For implementation of the” Inclusive Education 2017-2019”  
Ethiopia, Program Document**



*Handwritten signature in blue ink.*

## PREAMBLE

LIGHT FOR THE WORLD is a European confederation of development NGOs aiming at an inclusive society. LIGHT FOR THE WORLD strives for a world in which persons with disabilities have a decent life, participate equally in society, and have access to their rights. At present LIGHT FOR THE WORLD works in 15 partner countries and on an international level on health, education, and livelihood. The work has a specific focus on Inclusive Education, Community Based Rehabilitation (CBR) and eye health. Light for the World engages in the empowerment of persons with disabilities and supports them in overcoming barriers in society to bring about social change. LIGHT FOR THE WORLD works with local/national partners as well as international alliances/organizations.

Ethiopia is one of the focus countries of Light for the World, with a long-standing involvement in prevention of blindness and supporting Community Based Rehabilitation (CBR). Light for the World is registered as an International NGO under Ethiopian legislation, and has established a local co-ordination office in Addis Ababa. Light for the World is member of the Inclusive Education Task Force at the FMoE.

Light for the World has summited "Inclusive Education 2017-2019' Program document to MoE for the implementation of the same in Addis Ababa City Administration, Amhara and SNNPR regions in collaboration with different partners with a total budget of Birr 24,650,717( Twenty four million six hundred fifty thousand and seven hundred seventeen)

## ARTICLE I: PURPOSE OF THIS MOU

This MEMORANDUM OF UNDERSTANDING (MoU) expresses the understandings and intentions of:

- (a) LIGHT FOR THE WORLD International, Niederhofstrasse 26, 1120 Vienna, Austria (hereafter referred to as Light for the World); and
- (b) Federal Democratic Republic of Ethiopia, Ministry of Education (MoE)

Concerning the responsibilities of each of the above Parties in the partnership to promote Inclusive Education in Addis Ababa City, Amhara, Southern Nations, Nationalities, and Peoples' Regions, as well as to work on policy related matters with regard to Inclusive education

Where Light for the World and MoE agree to partner on Inclusive projects to be implemented by different partners of Light for World in the two regions and Addis Ababa City Administration, as well as directly by MoE

## ARTICLE II: BACKGROUND OF THE INCLUSIVE EDUCATION 2017-2019 ETHIOPIA PROGRAM DOCUMENT

The inclusive education projects in the regions and Federal Ministry of Education will be organised in the following four specific objectives

- Legal frame works for inclusive education for persons with disabilities become evident in strategies/plans and practices at all levels of the education system, in SNNPR
- Facilitate the provision of quality services and support for children with disabilities so that they can develop to their full social, academic, physical and emotional potential

- Increase the availability of quality inclusive schools / resource centres that foster learning and social development of children and youth with disabilities.
- Training institutions, educators, leaders and teachers are better equipped and motivated to implement quality inclusive education for children with disabilities.
- Support the inclusion of special needs education in the mandates and plans of the different departments and units of the education bureau.

### ARTICLE III: FUNDING SOURCE

The funding for the program was solicited through funding raising program conducted in Vienna by LFTW Vienna head office

### ARTICLE IV: IMPLEMENTING PARTNERS OF THE INCLUSIVE EDUCATION PROGRAM

- Ministry of Education
- Addis Ababa Education Bureau
- Kotebe University
- Amhara Regional State Education Bureau
- Addis Development Vision (ADV) in Amhara
- Help Persons with Disabilities organization (HPD O) in Amhara
- Berhan Lehetsanat in Amhara
- SNNPR Education Bureau
- Cheshire Service Hawassa
- Rehabilitation Services for the Deaf Association (RSDA) in Addis Ababa
- Yesus Mena Education Support for the Deaf (YEMESDA) in SNNPR

### ARTICLE V: OBJECTIVES OF THE MOU

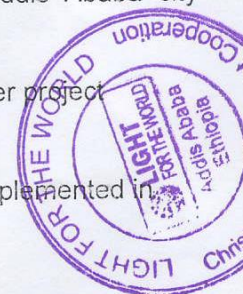
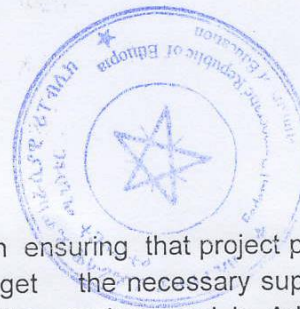
The objective of the MOU shall be to ensure that MoE and LFTW discharge their respective roles and responsibilities in the effective implementation the program in the three regions as well as at MoE

### ARTICLE VI: OBLIGATIONS

#### MOE

Obligations the MoE shall be to:

- work collaboratively with Light for the World in ensuring that project partners in each region and Addis Ababa City Administration get the necessary support from each government sectors at different levels in the regions and in Addis Ababa city administration
- make available relevant information to Light for the World and to other project partners.
- provide technical support to the Projects which are developed and implemented in relation to this MoU



## LFTW

### Obligations of LFTW shall be to:

Work collaboratively with the MoE in Monitoring and supporting all the projects.

- Make available relevant information to MoE and to other project partners and/or stakeholders doing Inclusive Education-related work.
- Undertake periodic monitoring missions and evaluations of projects.
- participate regularly in national consultations
- Provide technical, management, financial, and administrative support to projects.
- Submit consolidated reports to MoE in a timely fashion.

## ARTICLE VII: EFFECTIV DATE, DURATION ANDTERMINATION

### SUB ARTCLIE I: EFFECTIVE DATE

This MOU shall take effect from the date of its signature by both Parties and will be deemed to have commenced from that date.

### SUB ARTICLE II: DURATION

It is valid for three years from the date of its signature and will be reviewed on annual basis.

### SUB ARTICLE III: TERMINATION

This MoU may only be terminated (or suspended in the case of force majeure) in the following events

- (a) if conditions within the country threaten the successful implementation of this MoU, such as force majeure.
- (b) if either party breaches the terms of this MoU, such that the breach may have material adverse effect upon the project, the parties hereto or the performance of this agreement, and such breach continues for thirty (30) days after notice to cure.

Upon the occurrence of such an event, a party (the terminating party) may terminate this agreement upon thirty (30) days prior written notice of the other party (the non-termination party); provided however, that the parties shall use their best efforts to keep each other apprised of any developments that might result in a terminating event.

In case of a party's withdrawal from this agreement, the partner has to prepare narrative and financial reporting within 60 days after withdrawal covering the period up to the withdrawal.

In case of an additional Funding Agreement from a third donor, reports must be delivered in time to ensure timely delivery narrative and financial reports to the donor. LIGHT FOR THE WORLD will communicate the donor requirements in writing to the partner the requirements of the donor.

In the event of termination, the partner shall (if applicable) pay back all unused funds. Further, the partner has to return assets (such as vehicles, equipment, e.t.c) previously supplied to it

other than those funds or assets already used or committed (contractually or otherwise) in accordance with the terms of this agreement and – if applicable – the donor regulations. These funds or assets shall be paid or returned within four months of the termination of this agreement unless the partners agree to a different solution, which shall be documented and signed by both parties.

#### **ARTICLE VIII: DISPUTE RESOLUTION**

The parties must first attempt to resolve any dispute hereunder among themselves. If this is not successful, the dispute may be submitted by either party to arbitration or court.

Any dispute, controversy or claim arising out of or in relation to this agreement, including the validity, invalidity, breach or termination thereof, shall be settled by arbitration in accordance with the Ethiopian Arbitration laws of Addis Ababa Chamber of Commerce in force on the date when the Notice of Arbitration is in accordance with these laws. The number of arbitrators shall be three. The seat of the arbitration shall be in Addis Ababa unless the parties agree on a different place. The arbitral proceedings shall be conducted in English.

- (a) if conditions within the country threaten the successful implementation of this MoU, such as force majeure.
- (b) if either party breaches the terms of this MoU, such that the breach may have material adverse effect upon the project, the parties hereto or the performance of this agreement, and such breach continues for thirty (30) days after notice to cure.

Upon the occurrence of such an event, a party (the terminating party) may terminate this agreement upon thirty (30) days prior written notice of the other party (the non-termination party); provided however, that the parties shall use their best efforts to keep each other apprised of any developments that might result in a terminating event.

In case of a party's withdrawal from this agreement, the partner has to prepare narrative and financial reporting within 60 days after withdrawal covering the period up to the withdrawal.

In case of an additional Funding Agreement from a third donor, reports must be delivered in time to ensure timely delivery narrative and financial reports to the donor. LIGHT FOR THE WORLD will communicate the donor requirements in writing to the partner the requirements of the donor.

In the event of termination, the partner shall (if applicable) pay back all unused funds. Further the partner has to return assets (such as vehicles, equipment, etc) previously supplied to it other than those funds or assets already used or committed (contractually or otherwise) in accordance with the terms of this agreement and – if applicable – the donor regulations. These funds or assets shall be paid or returned within four months of the termination of this agreement unless the partners agree to a different solution, which shall be documented and signed by both parties.

#### **COMPLIANCE WITH LAW**

The parties shall comply with all applicable Ethiopia laws.



**MODIFICATIONS TO THIS MOU**

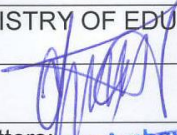
This MoU contains the entire understanding of the parties with respect to this agreement. This agreement may only be modified or discharged by a written document executed by the parties. No terms may be waived or modified except by written amendment signed by both parties. The failure or delay of either party to enforce any right hereunder shall not be deemed a waiver or modification. Any amendment to this agreement must be in written and duly signed by both parties.

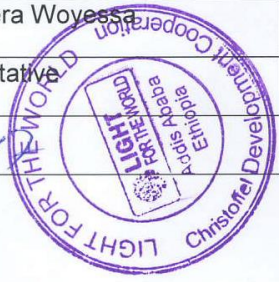
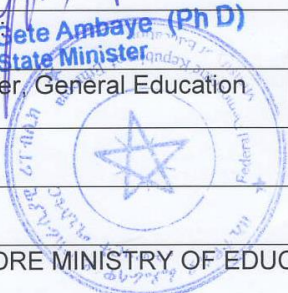
**Following Annexes are enclosed and form an integral part of the agreement:**

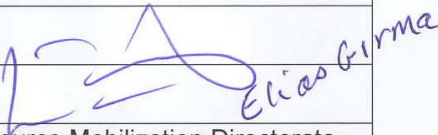
Annex 1: principles of LIGHT FOR THE WORLD

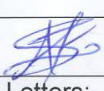
The parties affirm to know, understand and agree to all articles of this MoU as negotiated together.

**Done in two originals, one for MoE and one for LIGHT FOR THE WORLD.**

FOR FDRE MINISTRY OF EDUCATION	FOR LIGHT FOR THE WORLD INTERNATIONAL
Signature: 	Signature: 
Name in Print Letters: <b>Gete Ambaye (Ph D) State Minister</b>	Name in Print Letters: Nemera Woyessa
Position: State Minister, General Education	Position : Country Representative
Date :	Date : 08/08/2017



FOR FDRE MINISTRY OF EDUCATION
Signature: 
Name in Print Letters: <b>Elias Girma</b>
Position: Planning and Resource Mobilization Directorate
Date : 8 Aug. 2017

FOR FDRE MINISTRY OF EDUCATION
Signature: 
Name in Print Letters: <b>Taklay G/michael</b>
Position: Special Support and Inclusive Education Directorate
Date : 8 Aug 2017

## Appendix J: Ethical approval from the Commerce EIRC



### Faculty of Commerce

Private Bag X3, Rondebosch, 7701  
2.26 Leslie Commerce Building, Upper Campus  
Tel: +27 (0) 21 650 4375/ 5748 Fax: +27 (0) 21 650 4369  
E-mail: [com-faculty@uct.ac.za](mailto:com-faculty@uct.ac.za)  
Internet: [www.uct.ac.za](http://www.uct.ac.za)



[com-faculty@uct.ac.za](mailto:com-faculty@uct.ac.za)



UCT Commerce Faculty Office

30<sup>th</sup> October 2019

Ms Birgit Muellegger  
School of Management  
Studies  
University of Cape Town

Dear Ms Muellegger

REF: REC 2019/10/052

#### **AN IMPLEMENTATION EVALUATION OF THE ONE CLASS FOR ALL PROGRAMME (OCFA)**

We are pleased to inform you that your ethics application has been approved. Unless otherwise specified this ethical clearance is valid for 1 year and may be renewed upon application.

Please be aware that you need to notify the Ethics Committee immediately should any aspect of your study regarding the engagement with participants as approved in this application, change. This may include aspects such as changes to the research design, questionnaires, or choice of participants.

The ongoing ethical conduct throughout the duration of the study remains the responsibility of the principal investigator.

We wish you well for your research.

Shandre Swain  
Administrative Assistant  
University of Cape Town  
Commerce Faculty Office  
Room 2.26 | Leslie Commerce Building

Office Telephone: +27 (0)21 650 2695 / 4375  
Office Fax: +27 (0)21 650 4369  
E-mail: [sl.swain@uct.ac.za](mailto:sl.swain@uct.ac.za)  
Website: [www.commerce.uct.ac.za](http://www.commerce.uct.ac.za) <<http://www.commerce.uct.ac.za/>>

## Appendix K: Permission from Light for the World to evaluate OCFA



UNIVERSITY OF CAPE TOWN  
UNIBESITHI YAKHURU - UNIVERSITEIT VAN KAAPSTAD

School of Management Studies  
University of Cape Town, Private Bag  
Rondebosch 7701  
Telephone +27 21 650-5218  
Sarah.Chapman@uct.ac.za

### TO WHOM IT MAY CONCERN

Thank you very much for your willingness to enable one of our students to work on the evaluation of a programme from your organisation as part of their 50% Master of Philosophy specializing in Programme Evaluation dissertation. We appreciate your contribution to the education of our students. At the end of the dissertation examination process, you will receive a copy of the dissertation in the form of a useful evaluation report which will enable you to make informed decisions about your programme. We also undertake to assure you that the student will display professional behaviour at all times while working in your organisation or on your programme.

The student will need programme information from you and we request that you or a designated person meet with the regularity to provide access to this information. Your cooperation in this regard will ensure that the student provides you with a high quality evaluation, and will help to ensure the student meets deadlines. In order for us to keep track of the quality of the student's work we request that you copy the student's supervisor(s) in all correspondence, and that you reach out to the student's supervisor(s) directly should you have any concerns regarding the student's work.

Please note that our students are required to work within the ethical framework of the Faculty of Commerce when collecting information from programme documents, programme stakeholders and programme beneficiaries. This framework deals with the anonymity of data sources, sensitivity when requesting information from people and responsibilities when reporting results. Please also be aware that the student's work will fall within the intellectual property specifications of the University of Cape Town. You can familiarise yourself with the terms of UCT's IP Policy here [https://www.uct.ac.za/downloads/uct.ac.za/about/policies/intellect\\_property.pdf](https://www.uct.ac.za/downloads/uct.ac.za/about/policies/intellect_property.pdf). This policy explains that copyright to any publications stemming directly from the student's research dissertation is automatically assigned by UCT to the author (in this case, the student). A student also owns the copyright in their thesis or dissertation.



In order to comply with the rules of the Faculty of Commerce, we request you sign below to indicate that you are aware of the research / evaluation been undertaken by one of our students in your organisation, and that you will support the student to access programme data, records and recipients if applicable.

Yours sincerely,

Associate Professor Sarah Chapman

COURSE CONVENOR: MPhil Programme Evaluation and PhD in Programme Evaluation

AGREEMENT FOR STUDENT TO UNDERTAKE RESEARCH AND/OR AN EVALUATION IN YOUR ORGANISATION:

Signature of Authorised Person

Light for the World

Organisation

6th June 2019

Date

One Class for All

Name of the programme student will evaluate (if applicable)